

STATE TEACHERS COLLEGE BULLETIN



**1935
BLOOMSBURG
PENNSYLVANIA**

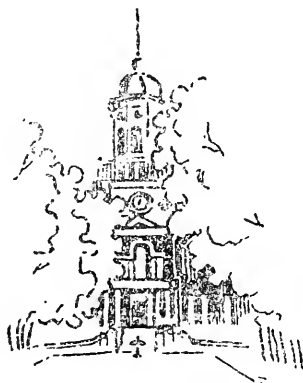


State Teachers College Bulletin

Vol. 3

No. 1

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BLOOMSBURG, PENNSYLVANIA

Member of the American Association of Teachers Colleges

The State Teachers College Bulletin is issued quarterly in March,
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Teachers College of Bloomsburg.

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Bloomsburg, Pa., Under the Act of June 6, 1900, Approved.

Calendar

1935-1936

COMMENCEMENT 1935

Alumni Day	Saturday, May 25
Baccalaureate Sermon	Sunday, May 26
Senior Day and Ivy Day, Class Night	Monday, May 27
Commencement 10:00 A. M.,	Tuesday, May 28

SUMMER SESSION 1935

Registration Day	Monday, June 24
Classes Begin	Tuesday, June 25
Entrance Examinations	Friday, July 12
Session Ends	Saturday, August 3

FIRST SEMESTER

Final Date for Entrance Examination	Monday, September 9
Registration and Classification of All Freshmen,	10:00 A. M. to 5:00 P. M., Tuesday, September 10
Registration and Classification of All Others,	9:00 A. M. to 5:00 P. M., Wednesday, September 11
Classes Begin	8:00 A. M., Thursday, September 12
Thanksgiving Recess Begins 12:00 M.,	Wednesday, November 27
Thanksgiving Recess Ends	12:00 M., Monday, December 2
Christmas Recess Begins After Last Class,	Saturday, December 22
Christmas Recess Ends	12:00 M., Monday, January 6
First Semester Ends	12:00 M., Friday, January 24

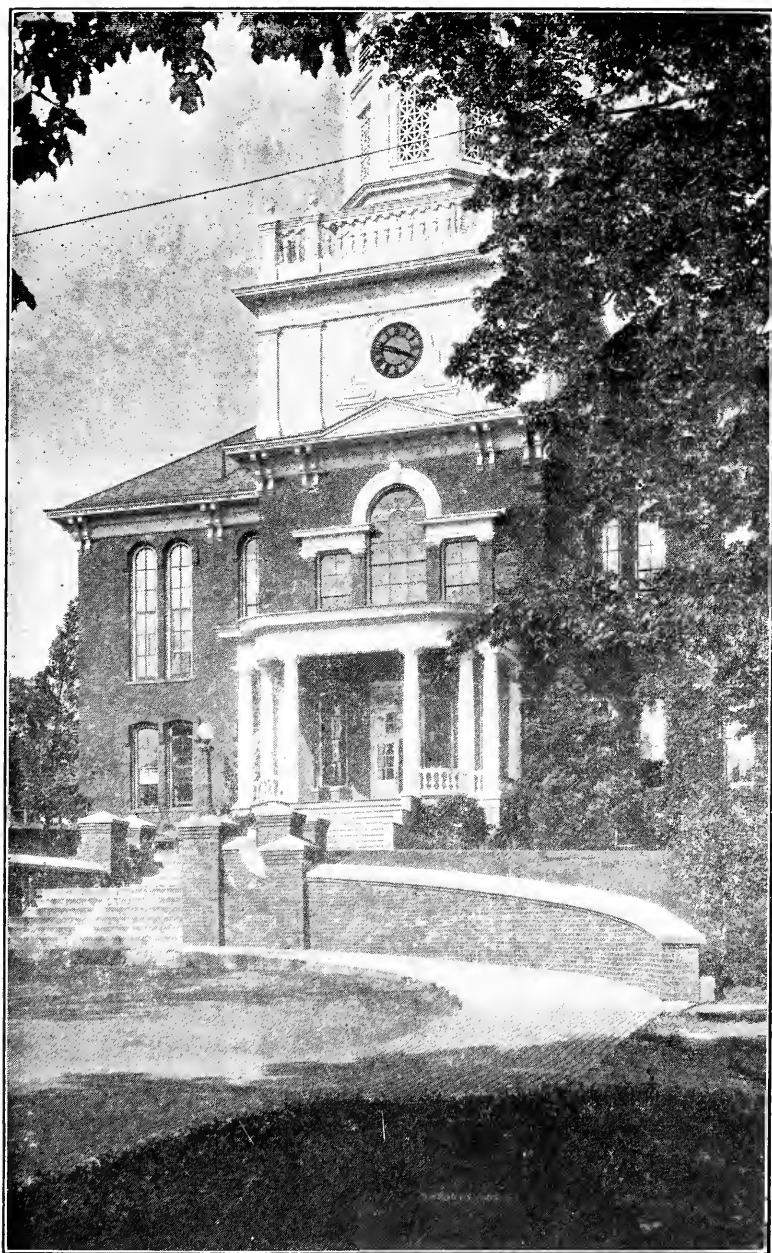
SECOND SEMESTER

Second Semester Begins	12:00 M., Tuesday, January 28
Easter Recess Begins	After Last Class, Thursday, April 9
Easter Recess Ends	12:00 M., Tuesday, April 14
Class Work Ends	After Last Class, Friday, May 22

COMMENCEMENT 1936

Alumni Day	Saturday, May 23
Baccalaureate Sermon	Sunday, May 24
Senior Day and Ivy Day, Class Night	Monday, May 25
Commencement 10:00 A. M.,	Tuesday, May 26
The Calendar of the Training School does not coincide with that of the College.	

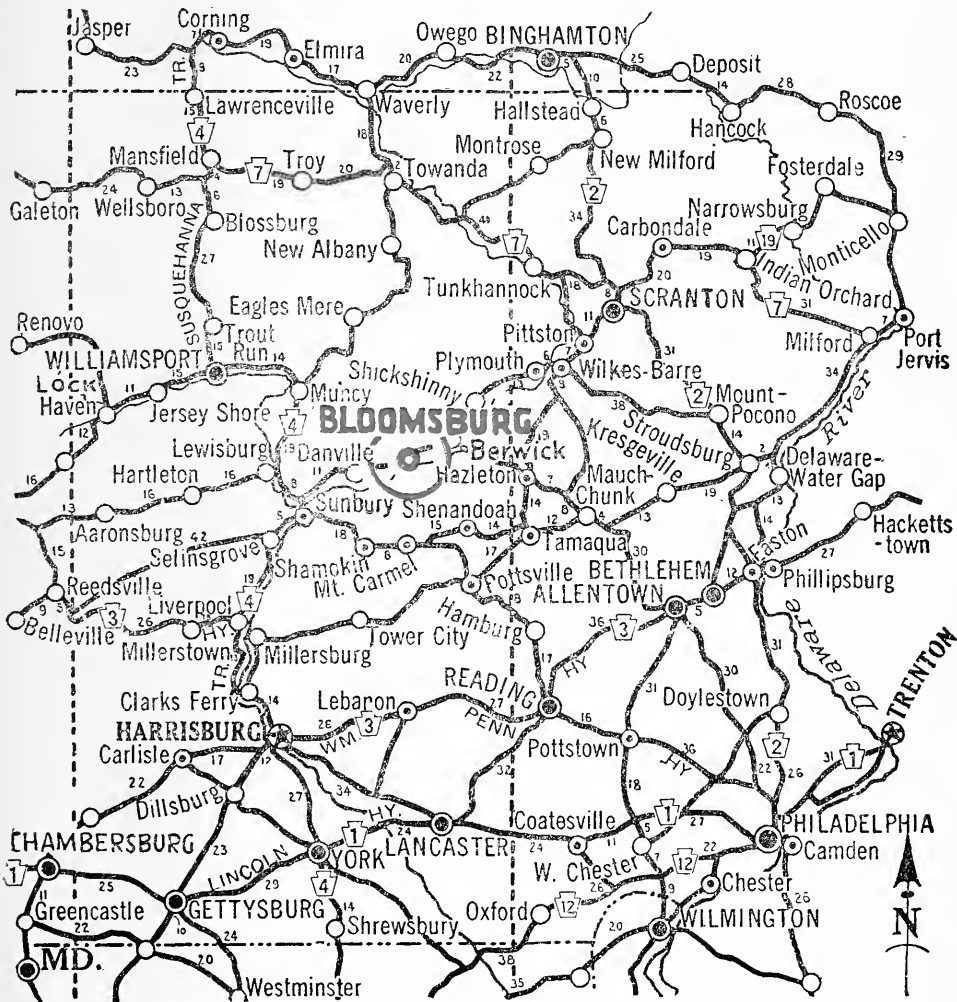
Please apply to Dean Wm. B. Sutliff for blanks and information relative to enrollment.



CARVER HALL, ERECTED 1867

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1. LINCOLN HIGHWAY 3. WILLIAM PENN HIGHWAY 7. ROOSEVELT HIGHWAY
2. LACKAWANNA TRAIL 4. SUSQUEHANNA TRAIL 12. BALTIMORE PIKE

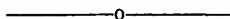


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1934-1935

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Head of Commerce Department, Ponca City High School, Oklahoma; Instructor and Lecturer, Northwestern University School of Commerce; Instructor and Supervisor, Department of Commerce, State Teachers College, Indiana, Pa.

Mrs. Lucile J. Baker Training Teacher, Grade III

Pestalozzi-Froebel School, Chicago, Illinois, student; Western State College, Colo., A. B.; Columbia University, A. M. Kindergarten Teacher, Telluride, Colo.; Rural Teacher and Intermediate Critic, Angola, Indiana; Fifth Grade Critic, Dillon, Mont.

George C. Buchheit Health Education

University of Kentucky, B. S. in C. E.; Graduate Work University of Illinois; Columbia University, M. A. in Phys. Ed. Teacher-Coach, University of Kentucky; Assistant Coach, Football, Duke University; Coach, Track and Basketball, Duke University.

Maud Campbell Education

Chicago University, Ph. B.; Columbia University, M. A. Teacher, Des Moines, Iowa; VanCouver, Wash.; Elem. Principal, Newton, Iowa.

Helen F. Carpenter Training Teacher, Grade IV

State Normal School, Bloomsburg, Pa.; State Teachers College, DeKalb, Ill.; Columbia University, B. S.; M. A. Teacher, Primary Grades, Bloomsburg Public Schools; Assistant Critic Teacher, State Teachers College, DeKalb, Ill.; Training Teacher, State Teachers College, Bloomsburg, Pa.

Blanche E. Cathcart Supervisor, Primary Practice

Teachers College, Columbia University, B. S.; M. A. Principal and Teacher, Battle Creek, Michigan; Mount Clemens, Michigan; Supervisor Student Teaching, State Teachers College, Farmville, Va.

Ruth A. Eismann Assistant Librarian

Flora Stone Mather College, Western Reserve University, B. S.; School of Library Science, Western Reserve University; University of Michigan, B. A. in Ed.; Graduate work.

William C. Forney Commerce

Temple University, B. S. C. Harvard University, University of Chicago, Graduate Work. New York University, M. A. Instructor Evening Classes, Temple University. Head of Commercial Department, Easton Senior High School, Easton, Pa.

Howard F. Fenstemaker**Foreign Languages**

Graduate, State Normal School, Bloomsburg, Pa.; University of Michigan, A. B.; New York University, A. M.; Graduate Work, University of Pennsylvania.

Principal Elementary Schools, Dallas Township, Luzerne County, Pa.; Principal, Berwick, Pa.; Teacher, High School and Jr. College, Highland Park, Mich.

John J. Fisher**Psychology, Measurements**

Goshen College, Goshen, Ind., A. B.; Indiana University, M. A.; Harrison Fellow, University of Pennsylvania; Graduate Work, Columbia University.

Teacher, Goshen College; Manchester College, Summer Session; Indiana University, Summer Session.

Anna Garrison**Training Teacher, Grade V**

State Normal School, Bloomsburg, Pa.; Columbia University, B. S.; M. A.

Teacher, Berwick; Training Teacher, Bloomsburg.

Francis B. Haas**President**

School of Pedagogy, Philadelphia; Temple University, B. S.; University of Pennsylvania, M. A.; Temple University, Pd. D.

Director, Administration Bureau, Department of Public Instruction, Harrisburg, Pennsylvania; Deputy State Superintendent of Public Instruction; State Superintendent of Public Instruction.

D. S. Hartline**Science**

State Normal School, West Chester, Pa.; Lafayette College, A. B.; A. M.; Graduate Work, University of Heidelberg, University of Bonn; New York University.

Teacher, Berks County; Elem. Principal, Glendale; Head Department of Manual Training, State Normal School, Bloomsburg; Department of Science, State Normal School, Bloomsburg.

May T. Hayden**Director Kindergarten-Primary Education**

High School and Jr. College, Edmonton, Alta.; State College, Pulman, Wash., B. A.; Columbia University, M. A. Grade Principal, Lewiston, Idaho; Elem. Sch. Supervisor, Lewiston, Idaho; Critic Teacher and Primary Supervisor, Dillon, Mont.

Edna J. Hazen Director of Intermediate Education

State Normal School, Edinboro; Allegheny College, Meadville; Columbia University, B. S.; M. A.; Graduate Work, New York University.

Elementary Teacher, Cleveland, Ohio; Critic Teacher and Principal, Junior High School Department, State Normal School, Edinboro, Pa.; Assistant County Superintendent, Erie County.

Margaret R. Hoke Commerce

Johns Hopkins, Baltimore, B. S.; Lebanon Valley College, Annville, M. A.; Columbia University, Secretarial Certificate.

Teacher, Business College, Harrisburg; High School, Baltimore; Skidmore College, Saratoga, N. Y.

Alice Johnston Oral Expression

Park College, Mo.; B. L.; Columbia University, M. A.; Graduate Work, University of Wisconsin; Columbia University, University of Michigan.

Teacher, Dalton, Mass.; Jr. College, Godfrey, Ill.; Supervisor Public Schools, Racine, Wis.

Marguerite W. Kehr Dean of Women, Social Studies

University of Tenn., B. A.; Wellesley College, A. M.; Cornell University, Ph. D.

Teacher, City Schools, Knoxville, Tenn.; Instructor in Psychology, University of Tenn.; Dean of Women and Assistant Professor, Education, Lake Forest College, Ill.

Mrs. Etta H. Keller Training Teacher, Grade VI

Pennsylvania State College, B. S.; Teachers College, Columbia University, M. A.; Graduate Work, Clark University; New York University.

Elem. and Rural Teacher, Columbia County; Supervisor Home Economics, Susquehanna County; Training Teacher, Jr. High School, Household Arts and Science and Jr. High School Principal, State Normal School, Bloomsburg.

George J. Keller Art

State Normal School, Bloomsburg; Teachers College, Columbia University, B. S.; Graduate Work, Bucknell University.

Teacher, Horace Mann School, New York; Bloomsburg High School; Summer Session, Teachers College, Columbia University.

Maude C. Kline Graduate Nurse
Jefferson Hospital, Philadelphia, Reg. Grad. Nurse.

John C. Koch Dean of Men, Director Secondary Education
Bucknell University, A. B.; A. M.; Graduate Work, New
York University.
Teacher, High School, Columbia, Pa.; Jr. High School,
Harrisburg, Pa.

Lucy McCammon Health Education
State Teachers College, Springfield, Mo.; A. B.; Columbia
University, M. A.
Rural Teacher, Strafford, Mo.; Teacher, Training School
and College, Springfield, Mo.; Director Health, Y. W. C. A.,
Kansas City, Mo.

Pearl L. Mason Librarian
Simmons College, Boston, B. S.; Graduate Work, Columbia
University.
Assistant Public Librarian, Leominster, Mass.; Librarian,
Athol, Mass.

Nell Maupin Social Studies
Peabody Teachers College, B. S.; State University, Iowa
City, M. A.; Ph. D.
Normal Instructor, Gate City, Va.; Woodstock, Va.; Teach-
ers College, Greenville, N. C.

Mrs. John K. Miller Director School of Music, Piano, Violin
Pupil of Dr. Mackenzie, Henry Shradieck, Franz Kneisel,
Waldemar Meyer, Adamowski, Madame Hopekirk, Ida
Blakeslee, Busoni.
Instructor Violin, Piano, Ohio Wesleyan University; Studio
Teaching, Wilkes-Barre, Pa., and Bloomsburg, Pa.; Director
School of Music, Teachers College.

Harriet M. Moore Public School Music
State Teachers College, Kirksville, Mo.; Bush Conservatory,
Chicago, Ill., Mus. B.; New York University, B. S., M. A.,
in Music Education.
Elem. Teacher, Festus, Mo.; Webster Groves, Mo.; Super-
visor Public School Music, Winnetka, Ill.; Supervisor Public
School Music, University City, Mo.

- S. Mabel Moyer** Training Teacher, Grade II
State Normal School, Bloomsburg, Pa.; Summer Work, Teachers College, Columbia University; Bucknell University, B. S. in Education, M. A.; Graduate Study, New York University.
Elementary and Rural Teacher, Columbia County, Pa.; Teacher, Primary Grades, Bloomsburg Public Schools.
- Marjorie Murphey** Art
State Teachers College, Edinboro, B. S.; Graduate Work University of Pittsburgh; Pennsylvania State College.
Art Supervisor, Titusville; Uniontown.
- Marguerite Murphy** Commerce
Columbia University, B. S.; M. A.
Principal, Sherman's Business School, Mount Vernon, N. Y.; Head of Commercial Department, Chillicothe Township High School, Chillicothe, Ill.; Teacher, Hopkins Township High School, Granville, Illinois.
- E. H. Nelson** Director of Health Education
State Normal School, Bloomsburg; University of Michigan, A. B.; Harvard University, Ed. M.; New York University, Ph. D.
Physical Director, Dickinson Seminary, Williamsport; Highland Park, Mich.; Bethlehem, Pa.
- Thomas P. North** Education
Pennsylvania State College, B. S., M. S.; Cornell University, Ph. D.
Supervisor, The Washington Township Vocational School, Falls Creek; Supervising Principal of Union Township and Corsica Borough Schools and Director of the Union Vocational School, Corsica, Pa.; Educational Research, Pennsylvania State College.
- Jessie A. Patterson** Public School Music
Ohio University; Oberlin Conservatory; DePauw University, A. B.; Graduate Work, New York University.
Teacher, Music Department, DePauw University; Director Music, Public Schools, Greensburg, Pa.
- Ethel A. Ranson** Assistant Dean of Women, Mathematics
University of Illinois, A. B.; Columbia University, A. M.; Teacher and Principal, Mansfield, Ill.; Teacher, Bement, Ill.; Teacher, Oblong, Ill.

Edward A. Reams**Social Studies**

Kansas Wesleyan, A. B.; Columbia University, A. M.; Graduate Work, University of So. California, Penn State College, New York University.
Teacher, Salina, Kan.; High School, Lock Haven, Pa.; State Teachers College, Lock Haven, Pa.

Earl N. Rhodes**Director of Teacher Training**

State Normal College, Ypsilanti, Mich.; University of Chicago, Ph. B.; Columbia University, A. M.; Graduate Work, Clark University, Columbia University, New York University.
Director of Training School, Salem, Mass.

Bertha Rich**Assistant Dean of Women and Geography**

Colo. State Normal School, Gunnison, Pd. B.; Western State College, A. B.; Columbia University, A. M.; Graduate Work, Clark University.
Teacher and Principal, Canon City, Colo.; High School Teacher, Rupert, Idaho; Training Teacher, Western State College; Teacher of Geography, University of Tennessee, (Summer Sessions).

D. H. Robbins**Director Rural Education**

Bucknell University, A. B.; University of Pennsylvania, A. M.; Graduate Work, Columbia University and New York University.
Teacher and High School Principal, Phoenixville; Supervising Principal, Tredyffrin and Easttown Townships, Berwyn, Pa.; Teacher, State Teachers College, Lock Haven, Pa.

H. Harrison Russell**Geography**

Illinois State Normal University, B. Ed.; Clark University, A. M.; Ph. D.
El. and High School Principal, Herscher, Ill.; Illinois State Normal University, Normal, Illinois.

Ethel E. Shaw**English**

Graduate, Normal School, New Britain, Conn.; Teachers College, Columbia University, B. S.; M. A.; Oxford University, Summer Work.
Teacher, Hampton Institute, Hampton, Va.; Teacher, Amherst, Mass.; Private Elem. Teacher, Albany, N. Y.

S. I. Shortess

Science

Albright College, A. B.; University of Pennsylvania, M. S.;
Graduate Work, New York University.
Principal Jenkintown; Head Physics Department, Wilkes-
Barre; Instructor Girard College, Philadelphia.

Ermine Stanton

Training Teacher, Grade I

Graduate, Pratt Institute; Columbia University, B. S.
Teacher, Pocatello, Idaho; Havre, Montana; Nursery School,
New York.

W. B. Sutliff

Dean of Instruction Mathematics

State Normal School, Bloomsburg; Lafayette College, A.
M.; Graduate Work, University of Pennsylvania, Columbia
University.
Teacher and Dean of Instruction, State Normal School,
Bloomsburg.

Irma Ward

Dietitian, Nutrition

University of Minnesota, B. S.; Graduate Work, *ibid.*
Rural Teacher, Hennepin County, Minnesota; Instructor
and Dietitian, Lake Forest College, Ill.

Samuel L. Wilson

English

Bucknell University, B. S.; Columbia University, M. A.
Principal, Ralston, Pa.; Teacher, Homestead, Pa.; Teacher,
Harrisburg, Pa.

Grace Woolworth

Training Teacher, Kindergarten

University of Chicago, Ph. B.; University of California; Co-
lumbia University, M. A.
Critic and college teacher, Teachers College, Ypsilanti,
Michigan; College teacher, University of Nebraska; College
for Women, Greensboro, N. C.

C. M. Hausknecht

Business Manager

Nevin T. Englehart

Superintendent of Ground and Buildings

SCHOOL DISTRICTS COOPERATING IN TEACHER TRAINING 1934-1935

BLOOMSBURG

L. P. Gilmore, Supervising Principal

Junior-Senior High School

Harry P. Davis, A. B.	Science
Ross Kistler, M. S.	Science
Mrs. Harriet Kline, B. S.	English
Bess Long, M. A.	Science
Robert Mercer, B. S.	Mathematics
Harold Miller, B. S.	Geography
George Mordan, B. S.	Mathematics
Maree E. Pensyl, B. S.	Social Studies
Donald Remley, A. B.	Science
Thursabert Schuyler, B. S.	Latin
Myra Sharpless, B. S.	Social Studies
Norman A. Yeany, M. A.	Commercial

Elementary

Karleen Hoffman, B. S.	Grade II and III
Miriam Lawson, B. S.	Grade VI
Ruth Pooley, B. S.	Grade V and VI
Donald Sands	Grade V
Helen Vanderslice	Grade II

DANVILLE

E. B. Cline, Supervising Principal
Senior High School

Alma Barth, A. B.	French
Gertrude Gardner, B. S.	Commercial

SCOTT TOWNSHIP

E. S. Taylor, Supervising Principal
Junior-Senior High School

Mrs. Luther Bitler, B. S.	Mathematics
Harold Hidlay, B. S.	Geography

WILLIAMSPORT

A. M. Weaver, Superintendent
Junior-Senior High School

Ezra Heyler, A. C. A.	Commercial
H. L. Person, B. S.	Commercial
Minnie Ricks, B. S.	Commercial
Martha Saxer, B. S.	Commercial

COLUMBIA COUNTY

W. W. Evans, County Superintendent
Rural

Kathryn Hagenbuch	Grades I-VIII
Blanche Mordan	Grades I-VIII

THE STATE TEACHERS COLLEGE AT BLOOMSBURG

Bloomsburg, the County Seat of Columbia County

The State Teachers College at Bloomsburg is situated on a hill at the head of Main Street. Bloomsburg is a developing community of 10,000, where unite those two essentials of progress—education and industry. Bloomsburg's educational ideals are exemplified in the public library with its art gallery in which art exhibits are housed from time to time, in the fine municipal hospital, in the \$500,000 Junior-Senior High School, and in the State Teachers College on the hill, a simple and dignified Acropolis.

The town's business energy is evidenced in the fine business section reaching out from the public square, in the large carpet, silk, and hosiery mills, and in other industries.

Bloomsburg lies in the heart of a singularly beautiful country. Surrounded by gently sloping hills, it is situated at the juncture of the picturesque Susquehanna River and Fishing Creek. Following the drives about Bloomsburg is like turning the pages of a lovely picture book. The streets are wide and well lighted by boulevard lights on standards whose baskets blossom with flowers and vines in summer and are filled with evergreens in winter. A city park, carefully planned to bring out the natural beauty of the site, will some day stretch along the Susquehanna River front.

The citizens of Bloomsburg worship in beautiful church homes where Teachers College students are always welcome to share the religious and social life. The churches include Baptist, Catholic, Church of Christ, Episcopal, Evangelical, Lutheran, Methodist, Presbyterian, and Reformed.

How to Reach Bloomsburg

Bloomsburg is reached by three railroads—the Sunbury Division of the Pennsylvania; the Delaware, Lackawanna and Western; and the Reading. The Sunbury Division of the Pennsylvania has four trains daily each direction into East Bloomsburg. Buses meet these trains. The Delaware, Lackawanna and Western Railroad (D. L. and W.) has three trains daily each direction into Bloomsburg. The Reading has daily service into Bloomsburg.

Buses connect Bloomsburg with Benton, Berwick, Hazleton, Danville, Catawissa, and Sunbury. Bus service is hourly, excepting on Saturday when the buses run on half-hour schedule.

Bloomsburg is situated on the Sullivan Trail, ten miles from Danville, twelve miles from Berwick, forty miles from Wilkes-Barre, sixty miles from Scranton, forty miles from Williamsport, and twenty-three miles from Sunbury. Fine roads make it most accessible by automobile.

HISTORY OF THE STATE TEACHERS COLLEGE AT BLOOMSBURG

PRINCIPALS AND PRESIDENTS

Henry Carver	1869—1871
Charles G. Barkley	Dec. 20, 1871—March 27, 1872
John Hewitt	March 27, 1872—June, 1873
T. L. Griswold	1873—1877
D. J. Waller, Jr.	1877—1890
Judson P. Welsh	1890—1906
D. J. Waller, Jr.	1906—1920
Charles H. Fisher	1920—1923
G. C. L. Riemer	1923—1927
Francis B. Haas	1927—

Academy, Literary Institute, Literary Institute and State Normal School, State Teachers College—such has been the metamorphosis of the present State Teachers College at Bloomsburg.

Away back in 1839, a private academy was opened at Bloomsburg. C. P. Waller, a graduate of Williams College, successfully conducted the school for two years. Later public school teachers taught the academy during their summer vacations. Among the outstanding teachers during this period were Joel Bradley and D. A. Beckley.

In 1856, D. J. Waller drew up a charter, which was subscribed to by worthy citizens of Bloomsburg and which provided that the school be known as the Bloomsburg Literary Institute for the promotion of education in the ordinary and the higher branches of English literature and science and in the ancient and modern languages.

In 1866, Henry Carver, of Binghamton, N. Y., taught the school. His unusual influence and personality had much to do with molding its early policies. He insisted that a new building was essential for the future development of the Bloomsburg Literary Institute.

Under his inspiration, the charter of 1856 was revived and the following officials elected—President, D. J. Waller; secretary, I. W. Hartman; trustees, John G. Freeze, R. F. Clark, and William Neal. Mr. Carver assured the trustees that \$15,000 would build a suitable building. The energy and enthusiasm of the man were such that when some doubted that the type of building which he had planned could be built for that amount, he assumed in addition to his duties as teacher, the offices of architect and contractor.

On April 4, 1867, that building, the present Carver Hall, was dedicated with gala observance by the townspeople. Members of the first class at the new school—D. J. Waller, Jr., the late George E. Elwell and the late Charles Unangst—by popular subscription raised \$1200 in a single week for the fine bell which in 1935 calls the stu-

dents to their classes. The first faculty comprised Professor Carver, teacher of mathematics and the higher English branches; Rev. J. R. Dimm, teacher of Latin and Greek; and Miss Sarah Carver, teacher of the lower English branches.

In the autumn of 1867, James P. Wickersham, State Superintendent of Public Instruction, was traveling through Bloomsburg on the train. He saw the new school on the hill "ablaze with lights" and thought the Literary Institute's location would be ideal for a State Normal School. So at a meeting in 1868, at which he addressed the citizens of Bloomsburg, it was decided to establish a Normal School under the act of 1857. A dormitory was completed at a cost of \$36,000. The school was recognized as a State Normal School on Friday, February 19, 1869. In September of that year, there were 150 in the Normal Department and eighty in the Model School.

The school was called the Bloomsburg Literary Institute and State Normal School until it was purchased by the State May 22, 1916. After that it was known as the State Normal School at Bloomsburg until the recent change of name to State Teachers College. Up to 1920, when the Department of Public Instruction revised the programs of all the normal schools, the school offered college preparatory courses as well as teacher training courses.

Principal Carver left in 1871. Charles G. Barkley, Esq., a former county superintendent of schools, acted as principal from December 20, 1871 to March 27, 1872. His successor was the Rev. John Hewitt, rector of the Episcopal Church at Bloomsburg, who served as principal from March, 1872 to June, 1873. In 1873, Dr. T. L. Griswold became principal, serving until 1877.

Those early years were trying ones, subscriptions would fall off and trustees would often meet obligations on their own personal responsibility. In 1875, the dormitory was completely destroyed by fire. In 1876, a larger and handsomer building, the original part of the present Waller Hall, was built. In spite of discouraging circumstances, the school began paying expenses during Dr. Griswold's administration.

In the fall of 1877, Dr. D. J. Waller, Jr., became principal. For thirteen years the school grew under his guidance. The Model School and the east wing of the dormitory were built during his principalship. When Dr. Waller resigned in 1890, to become State Superintendent of Public Instruction, the school was in a prosperous condition.

Dr. Judson P. Welsh served as principal of the Bloomsburg State Normal School from 1890 to 1906. During his administration an addition to the four-story dormitory and the gymnasium were

built. Science Hall was opened in the fall of 1906 just after his resignation.

Dr. D. J. Waller, Jr., responded a second time to the summons of the trustees, serving as principal until 1920 when he retired from active duties. Dr. Waller has given the Bloomsburg State Normal School twenty-seven years of splendid service as its principal.

He was succeeded by Dr. Charles H. Fisher, who came to the Normal School from the State Department of Public Instruction. He served at Bloomsburg from 1920 to 1923. During his administration teacher training was introduced into the Bloomsburg public schools and extension courses were instituted. He was followed by Dr. G. C. L. Riemer, who came from the State Department of Public Instruction. He served as principal until June, 1927.

The State Council of Education on June 4, 1926, authorized the State Normal School to confer the degree B. S. in education to graduates of four-year courses in Elementary Education and in Junior High School Education.

On May 13, 1927, the Council changed the name of the State Normal School to the State Teachers College at Bloomsburg. By an act of the Legislature of 1929, the title of Principal was changed to that of President.

Dr. Francis B. Haas, President of the State Teachers College at the present time, succeeded Dr. Riemer in July, 1927.

CAMPUS, BUILDINGS AND EQUIPMENT

CAMPUS. The State Teachers College property comprises about fifty-five acres, of which over twenty acres form the campus proper. The campus lies on a hillside from which one looks down over Bloomsburg homes toward the bright ribbon of the Susquehanna and beyond to the softly tinted distant hills. The campus affords an athletic field and tennis courts. An oak grove with a cement pergola and a lagoon forms an ideal place for out-of-doors pageants and dramatics.

The buildings of the State Teachers College reflect the growth of the institution.

CARVER HALL. Carver Hall, erected in 1867 and named for Henry Carver, the first principal, stands at the head of Main Street. Its white belfry and pillared entrance form a picturesque approach to the College campus and buildings. The building contains an auditorium seating 1000 which has recently been completely equipped for motion pictures with sound equipment. A number of classrooms are also located in this building.

NOETLING HALL. Noetling Hall, named for William Noetling, the head of the Department of Pedagogy from 1877-1900, is in the rear of Carver Hall. Here the Department of Commerce is housed.

WALLER HALL. The main dormitory, Waller Hall, named for D. J. Waller, Jr., principal of the College for twenty-seven years, is four stories high with a frontage of 165 feet and a wing 40 by 104 feet. The building is equipped with elevator, electric lights, and steam heat.

The ground floor of this building contains the lobby, the dining room and kitchens, the administration and business offices, and the post office.

The Alumni Room on the first floor of Waller Hall recently has been beautifully furnished as a reception room for the Alumni and the Faculty. College cups and other trophies are displayed in this room.

Five modern enclosed fire towers practically eliminate any fire hazard. The library and infirmary are on the second floor. The women's bedrooms occupy the second, third and fourth floors. The bedrooms contain beds, dressers, chairs and study table.

The dining room and lobby are most attractive. The dining room is sunny and cheerful with white woodwork and decorative built-in cupboards. The students are seated at round tables in groups of eight. A dietitian directs the buying, preparing, and serving of the food.

Every effort is made to keep the students in good physical condition. A registered nurse is in charge of the infirmary where students may have proper care and quiet when they are sick. Doctors are called when the students desire or when the nurse deems it advisable. A cottage on the campus is set aside for housing any contagious disease that may develop. Fresh air, pure water and well balanced meals of wholesome food make the sick at Teachers College a negligible number.

The lobby with its tapestries, its comfortable chairs and couches is a favorite social meeting place.

The library on the second floor of Waller Hall contains over 15,000 standard works of history, fiction, education and the like. It is satisfactorily equipped with reference works, good magazines and newspapers.

One of the most interesting features of the building is "The Long Porch" overlooking "The View"—the Susquehanna River beyond the town and the Catawissa mountain beyond the river.

NORTH HALL. North Hall, the men's dormitory, is a short distance from Waller Hall. It is a three-story building, 40 by 90 feet, used exclusively by the men students. It is equipped with electric lights and steam heat.

THE GYMNASIUM. The Gymnasium adjoins Waller Hall. It is 45 by 90 feet and is equipped with all essential apparatus. It has baths and steel lockers.

SCIENCE HALL. Science Hall was built in 1906. It is equipped for laboratory work in biology, chemistry and physics. It contains a number of classrooms and two lecture rooms with lanterns, screens and other visual education apparatus. Two large, well-lighted art studios are in this building.

TRAINING SCHOOL. The new Benjamin Franklin Training School building was opened for use the first day of the 1930-1931 school year. It is designed, planned and equipped in accordance with the best present modern practice. It provides teacher training facilities from the kindergarten to the sixth grade. Among the features is a special room arranged for observation and demonstration work. In addition to the practice work done here, a cooperative arrangement makes practice teaching possible in the public schools of Bloomsburg, Williamsport, and Danville. The practice teaching in rural work is done in the rural schools of Columbia County.

LAUNDRY. The new laundry provides, in a separate plant, the best modern equipment for handling the laundry needs of the

College. The space in the basement of North Hall released by the removal of the present laundry will be developed as a lobby and reading room and to provide locker accommodations for the day students.

Recent building improvements include two fire towers to Carver Hall, which contains the auditorium; an enclosed fire tower on Waller Hall, which contains the girls' dormitory; an enclosed fire tower and an outside steel tower for North Hall; the addition of a wing to the gymnasium with bleachers for seating about four hundred; painting inside and outside of Science Hall, North Hall, Noetling Hall, and complete installation of linoleum in North and Waller Halls.

INFORMATION FOR NEW STUDENTS

Entrance Requirements

New regulations for admission to the State Teachers Colleges of Pennsylvania were effective September 1932. The regulations require the applicant to appear at the college on days announced during the summer session in addition to the regular registration day at the opening of the fall semester. Following is a statement of the general principles controlling the new admission regulations. Enrollment is conditional until the applicant has met all the requirements set forth in the following five paragraphs:—

1. General scholarship as evidenced by graduation from an approved four year high school or institution of equivalent grade as determined by the Credentials Division of the Department of Public Instruction and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness for admission as prescribed in the detailed standards for admission.

2. Integrity and appropriate personality as shown by an estimate of secondary school officials of the candidate's trustworthiness, honesty, truthfulness, initiative, industry, social adaptability, personal appearance and sympathy.

3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination at the college. Specific standards will be set up in the detailed requirements for admission.

4. Normal intelligence and satisfactory command of English as evidenced by rating in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.

5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant and promise of professional development.

Students enrolling for the first time note carefully the following:—

(1) ALL NEW APPLICANTS must have the following blanks sent by the person indicated direct to the College in advance of (a) the personal conference.

(b) The medical examination, and (c) the written examination (required only of those in the lower half of the graduating

class).

- (a) By the applicant—application for admission.
- (b) By a physician—report of the physical examination.
- (c) By the high school principal—high school record and evaluation.

These blanks will be forwarded on request. Personal conferences may be had by arrangement with the Dean of Instruction. These Personal Interviews and Health Examinations may be arranged for any day from 1:00 P. M. to 4:00 P. M., Saturdays and Sundays excepted, from June 25 to August 3. At 9:00 A. M., July 12, the written examination (required only of those in the lower half of the graduating class) will be given.

(2) NEW APPLICANTS STANDING IN THE UPPER HALF OF THE GRADUATING CLASS as ranked by the High School Principal are exempt only from the written examination.

The credit unit on which entrance qualification is based represents not less than 120 sixty-minute periods of prepared work or the equivalent.

Four-Year High School and Approved Private Secondary School Entrants.

The basis for admission to a State Teachers College shall be 16 units of work required for graduation from an approved four-year high school or a private secondary school approved by the Department of Public Instruction.

Junior-Senior High School Entrants.

Graduates of senior high schools in a school district maintaining an approved junior high school organization will be admitted on evidence of twelve units of preparation earned in grades, ten, eleven and twelve.

Irregularly Qualified Entrants—Graduates of Two-Year High School, Three-Year High School, etc.

Graduates of approved two-year high schools are entitled to not more than eight units of credit and graduates of approved three-year high schools to not more than twelve units of credit toward the standard admission requirement; provided, however, that such students, or other students having irregular entrance qualifications, may take examinations in county superintendents' offices in all counties having such students, at the close of the school year. These examinations will be given under the direction of the Credentials Bureau of the Department of Public Instruction, under a cooperative plan adopted by the board of Normal School Principals, January 15, 1926. In case of failure in a subject, or subjects, the student,

after additional study during the summer, may take a second examination in August at one of the Teachers Colleges or at one of the centers where State examinations are regularly conducted, namely, Philadelphia, Harrisburg, Pittsburgh, or Scranton.

Under this arrangement students who complete the work of a four-year high school with a three-year rating, may take examinations in fourth-year subjects and thereby receive credit equivalent to that of a four-year high school; graduates of three-year high schools with a two-year rating may take examinations in third-year subjects for credit in three years of approved high school work. All inquiries should be addressed to the Credentials Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.

Evaluation of Credentials.

Credentials of all students entering the State Teachers College on the basis of an approved four-year preparation, are evaluated by the College; students not having an approved four-year preparation, or students whose preparation is irregular, shall have their credentials evaluated by the Credentials Bureau of the Department of Public Instruction.

Detailed Statement of Studies.

Graduates of approved four-year high schools, or of equivalent private secondary schools, who desire admission to a State Teachers College without examination must present a detailed statement of all studies pursued, including the time devoted to such studies, and the grades received. Blanks for such purposes may be secured from the presidents of the State Teachers Colleges. These blanks should be filled out by the principal of the school which the student attended, or where this is impossible, by the local superintendent of schools.

State Scholarships.

Holders of State Scholarships may attend Teachers Colleges provided they take courses leading to the Bachelor of Science in Education degree.

Advanced Credit.

Advanced credit will be given for equivalent courses in approved institutions of collegiate grade, but no students may obtain a Teachers College certificate without a minimum residence of one year. Transfer of credits having the lowest passing grade will not be accepted.

Health.

All applicants for admission must present the usual health certificate required by law for the certification of teachers. Applicants, disqualified by reason of physical defects from the successful performance of the duties of a teacher, will not be admitted.

Character.

All applicants for admission shall present evidence of good moral character and ideals characteristic of the teaching service.

Teachers College Certificates For Teachers in Service.

The following conditions apply only to those persons who have taught in Pennsylvania public schools prior to July 1, 1922. (No credit will be given toward the completion of the entrance requirements of the regular Teachers College course for teaching done after July 1, 1922).

The sixteen units of high school work required for entrance to the State Teachers College may be earned in approved high schools, summer schools, extension classes, correspondence study in institutions approved by the Department of Public Instruction.

Credit for student teaching other than that done under the direction of this institution will not be approved. Credit for student teaching cannot be transferred from one State Teachers College to another State Teachers College in Pennsylvania.

Extra-Curricular Activities.

All students are required to take part in one extra-curricular activity one semester each year.

Standards of Achievement.

All students before receiving a final grade in English or Arithmetic must qualify by meeting the requirements of the standard tests.

ADMISSION AND PROGRESS REQUIREMENTS

I. The Teachers College at Bloomsburg is a State institution which offers young women and young men an opportunity to prepare for the teaching profession. With this single purpose in mind it will endeavor to eliminate those who are unable to complete the purpose of technical professional education, those who cannot understand that the preparation for professional teaching services is work, and those who do not measure up to the standards that Pennsylvania desires of her teachers. The aims of the State are partially revealed

by the following extracts, quoted or adapted from the School Code:

A. "Every teacher employed to teach in the public schools of this Commonwealth must be a person of good moral character, and must be at least eighteen years of age." (Section 1202).

B. "No teacher's certificate shall be granted to any person who has not submitted, upon a blank furnished by the Superintendent of Public Instruction, a certificate from a physician legally qualified to practice medicine in this Commonwealth, setting forth that said applicant is neither mentally nor physically disqualified, by reason of tuberculosis or any other chronic or acute defect, from successful performance of the duties of a teacher; or to any person who has not a good moral character, or who is in the habit of using opium or other narcotic drugs in any form, or any intoxicating drink as a beverage." (Section 1320).

C. The tuition of all students at the State Teachers Colleges whose residence is within the State of Pennsylvania and who sign an agreement to teach in the public schools of this Commonwealth for not less than two years, shall be paid in part by the Commonwealth. Non-resident students may be admitted under the same restrictions by the payment of \$105.00 tuition each semester.

II. Entrance—The first duty of every new student is to file with the Dean of Instruction a record of his high school work showing that he is a graduate of an approved four-year high school or the equivalent approved by the Department of Public Instruction, and that his health and other qualifications warrant him in entering upon the course in preparation for teaching in the public schools of Pennsylvania. Enrollment is conditional until the high school credentials have been accepted and the physical examination at the college has been passed. These blanks may be secured by sending a request to the Dean of Instruction.

At the beginning of every semester a schedule of classes is handed to each student by the Dean of Instruction. It is the duty of the student to enroll in each class and have the teacher of the subject sign the schedule card. When the last signature is obtained, the card must be returned to the office of the Dean of Instruction. No permanent credits will be recorded unless this signed schedule card is on file.

A student desiring to transfer from another college must first present a letter of honorable dismissal and a complete record of the work taken at his former college. These records should be sent directly from the college to the office of the Dean of Instruction.

In evaluating and crediting the work of a student transferring from another college, no credit shall be given for work having a

grade below C; that is, the grades must be one letter point or the equivalent above the lowest passing grade of the institution from which the student is transferring.

III. Progress Records:—For the purpose of reporting the progress of each student, each semester is divided into periods of six weeks. At the end of the first six weeks of each semester each instructor hands to the Dean of Instruction a complete grade report in every subject for each student enrolled in his classes, together with the record of any absences which the student may have incurred. These grades are assembled and recorded upon a form suitable for mailing and are sent to the parents or guardians of each student.

At the end of twelve weeks the same procedure is followed, the grades then being a cumulative report. That is, the grade represents the standing of each student on the date of the report in the courses of study which he has upon his schedule.

At the end of the semester final grades are reported, recorded upon the permanent progress card of each student and filed. The report is then sent out as before. Any parent not receiving such a report at the end of the six, twelve, or eighteen weeks period should notify the Dean of Instruction and a duplicate will be mailed.

Our system of grading and its interpretation is as follows: A—very high; B—high; C—medium; D—lowest passing grade; E—failure, involving repetition of the entire course. If a condition is charged against a student, the extent of work necessary for its removal must be determined by consulting the teacher imposing the condition. "If the condition is not removed within one year the grade becomes an E and the course must be repeated."

IV. Removal of Condition:—A printed form must be secured at the Dean of Instruction's office to be used when a condition has been removed. It is the responsibility of the student to have this form signed by the instructor removing the condition and to present it to the Dean of Instruction for recording.

V. Scholarship Requirements:

A. A student will not be permitted to begin the work of a semester who has E's in nine credit hours carried in the preceding semester. This means that a student failing in 9 credit hours of work in the first semester of any college year cannot go on with the work of the second semester. It means that a student failing in 9 credit hours in the second semester of any college year can go on with the work of the next semester provided sufficient work is taken in summer session to reduce the failure load to less than 9 credit hours.

B. A student who has in the first report of any semester grades below D in nine or more credit hours will be dropped from the rolls if at the twelve weeks report of the same semester there are failures in twelve or more credit hours.

C. A student whose work for a semester averages B or better may carry in the next semester one extra course. A student whose work averages less than B may carry as an extra course one repeated subject in order to remove a deficiency.

VI. Prerequisites for Student Teaching:

A. A student will not be permitted to begin teaching who has deficiencies in English Fundamentals or English Composition.

B. A student will not be permitted to begin teaching who for the semester immediately preceding the one in which the practice teaching is to be done has D's, E's or conditions in half or more than half the total number of credit hours carried.

C. A student will not be permitted to begin teaching who has carried during the semester immediately preceding the one in which practice teaching is to be done an E or a condition from a previous semester and who has not removed it by the time practice teaching is to begin. If the schedule of courses offered permit the deficiencies to be removed before being assigned to student teaching, such deficiencies must be removed. If the schedule of college courses makes it impossible for the student to take the necessary courses so as to meet this prerequisite for student teaching, the regular student teaching assignment may be made.

VII. Eligibility for Participation in Inter-School Athletic Contest:

A student to be eligible must have secured a passing grade in at least twelve semester hours of work during the quarter preceding each respective sport.

A student not taking the regular amount of school work who is employed by the school for more than twenty hours per week is not eligible to compete in athletic sports.

VIII. Placement Service:—The Placement Service of the College cooperates with the Placement Service of the State Department of Public Instruction, Harrisburg, thus offering additional facilities for the placement of our students and graduates.

The Placement Service has for its purpose first of all to assist school officials to secure competent teachers, and second to aid teachers to secure suitable positions in fields of service for which their training best fits them.

The Placement Service is in charge of the Director of Teacher Training, who answers all inquiries and gives personal attention to school officials seeking competent teachers.

In order that the Placement Service may serve the interests of the students to the best advantage, students are requested during the time that they are doing their student teaching to fill out a "Registration Blank," giving personal information such as grades and subjects which they are prepared to teach and desire to teach, their preference as to the part of Pennsylvania in which they would like to teach, experience in teaching, and other personal data which superintendents of schools and school boards wish to know when seeking candidates for positions.

The opinion of the teacher training department concerning the scholarship and teaching of students is often sought by school officials. The quality of the work done by students in college courses as well as in student teaching is, therefore, a most important element entering into the recommendation of students.

Students after graduation from the college are urged to keep up their contacts with the Placement Service and the teacher training department in order that the college may render further service not only in helping students to secure better positions but to help them in every possible way professionally.

PERSONAL EQUIPMENT FOR ENTRANTS

Rooms.

Each room is furnished with single beds, mattresses and pillows, bureau, study table, and chairs. Sheets, pillow cases, and white spreads are furnished for the beds.

Students must provide the following equipment:—Blankets or bed comforts, towels, table napkins, and a large laundry bag plainly marked with the student's name.

Athletic Equipment.

Students must wear regulation gymnasium uniforms. These are to be purchased in the Retail Store after the student arrives at Teachers College, in order that the outfits for the group may be uniform in style, color, etc.

Students should bring strong high shoes for hiking and climbing.

Laundry.

Each student is allowed twelve articles of plain clothing in the wash each week. Extra charge will be made for laundry in excess of twelve articles. Every article of clothing must be plainly marked with indelible ink. Defective marking is generally responsible for missing articles.

School Spirit.

The State Teachers College is a professional institution. Students are here for work and the social life and outside activities are regulated accordingly. Students at Teachers College are preparing for work as leaders. To that end the students direct many of the school activities through the Community Government Association, the Men's Student Government Association, the Women's Student Government Association, the Day Women's Association, and the Day Men's Association.

UNIFORM FEES, DEPOSITS, AND REPAYMENTS IN THE STATE TEACHERS COLLEGES

EFFECTIVE JUNE 1, 1933

A. FEES

I. Student Activity Fee.

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a cooperative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, et cetera; provided, that students taking extension courses or regular session students taking less than seven semester hours may secure the benefits of the Activities Program by the payment of the Student Activities Fee.

II. Contingent Fee.

1. Regular Session.

- (a) A contingent fee for each student in each curriculum is charged as follows:

	Half Semester		Half Semester
Elementary Curriculums	\$18.00	Health Education	\$27.00
Secondary Curriculum	18.00	Home Economics	36.00
Art	27.00	Industrial Arts	27.00
Commercial Education	21.00	Music	54.00

This fee covers registration and keeping of records of students, library, student welfare, health service, (other than extra nurse and quarantine), and laboratory facilities.

- (b) Students taking seven or less semester hours shall pay at the rate of \$5.00 per semester hour. Students taking more than seven semester hours shall pay the regular contingent fees;—provided, that the regular contingent fees for special curriculums shall be pro-rated on the basis that the number of semester hours taken is to eighteen semester hours.
- (c) Students taking extension courses shall pay at the rate of \$5.00 per semester hour;—provided, that the regular fees for special curriculums shall be pro-rated on the basis that the number of semester hours taken is to eighteen semester hours.
- (d) The president of the institution may, at his discretion, authorize payments not less than one month in advance to worthy students.

2. Summer Session.

a. Five dollars per semester hour.

A minimum contingent fee of fifteen dollars (\$15.00) will be charged.

b. Contingent Fees—Special Curriculums.

In addition to the above fees students in the special curriculums will be required to pay a fee to cover the cost of materials, supplies, equipment, and special services used in the laboratories, shops or studios of the special curriculums. These additional contingent fees will be as follows:

	Summer Session		Summer Session
Art -----	\$ 6.00	Home Economics -----	\$12.00
Commercial Education ---	2.00	Industrial Arts -----	6.00
Health Education -----	6.00	Music -----	24.00

III. Housing Fee.

1. Housing rate for students:

The housing rate for students shall be \$63.00 per one-half semester and \$42.00 for the Summer Session. This includes room, meals and limited laundry.

- (a) For rooms with running water an additional charge of \$9.00 per student per semester, or \$3.00 for the Summer Session may be made.
- (b) No reduction in the rate is to be made for laundry done at home nor for absence of students who go home for a few days at a time.
- (c) A student may, at the discretion of the President of the college, occupy a double room alone by paying an additional \$36.00 a semester or \$12.00 for the Summer Session.
- (d) For the purpose of meeting the requirements in those colleges where off-campus rooming students board in the college dining room, and to meet the requirements of the Home Management Clubs in institutions maintaining home economics curriculums, the housing rate shall be divided \$2.00 for room and laundry, (room \$1.50 and laundry \$0.50) and \$5.00 for table board.

2. Housing rate for employees other than those included in the State Classification Schedule (faculty, clerks, etc.) shall be \$9.00 per week. The housing fee shall be divided \$4.00 for room and laundry (room \$3.50 and laundry \$0.50) and \$5.00 for table board.

3. The rate for transient meals shall be:

Breakfast, \$0.40; Lunch, \$0.40; Dinner, \$0.50.

IV. Damage Fee.

Students shall be responsible for damages, or breakage, or loss, or delayed return of college property.

V. Infirmary Fee.

After three days in the college infirmary, the college shall charge an additional \$1.00 for each day.

Day students who may be admitted to the infirmary shall pay board at the rate of \$2.00 a day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

VI. Isolation Hospital Fee.

If the college maintains an Isolation Quarantine Hospital for contagious diseases, the college shall charge \$10.00 per week additional, but this service charge does not include trained nurse or special medical service.

Day students, who may be admitted to the Quarantine Hospital shall pay the board rate of \$2.00 a day (see V above), and in addition shall pay \$10.00 a week, but this additional charge does not include trained nurse or special medical service.

VII. Tuition Fee.

Students whose residence is out of the State shall be charged a fee of \$105.00 per semester; \$35.00 per Summer Session. (It is understood that this fee has been operative since June 1, 1929, for entering students only).

Out-of-State students shall pay the contingent fee in addition to the tuition fee.

VIII. Private Instruction Fees.

The charge for private lessons in music in the State Teachers Colleges maintaining the special curriculum in music, shall be:

1. Voice, piano, band or orchestral instruments, \$24.00 per semester—for one lesson per week.
Pipe organ \$42.00 per semester—for one lesson per week.
2. Rental of piano for practice, 1 period per day, \$6.00 per semester.
Rental of pipe organ for practice, 1 period per day, \$36.00 per

semester.

Rental of band or orchestral instruments, \$6.00 per semester.

(For Summer Session the charge is one-third of above rates).

3. The charge for private lessons in music in the State Teachers Colleges not maintaining the special music curriculum shall be fixed as follows:

The Board of Trustees of a State Teachers College not offering the special curriculum in music, may, subject to the approval of the Superintendent of Public Instruction, enter into contract with individuals to give private lessons in music in order to afford an opportunity for students to continue their musical education. Such agreement shall provide reasonable reimbursement to the institution for any service or overhead supplied by the institution.

IX. Degree Fee.

A fee of \$5.00 shall be paid by each candidate for a degree to cover the cost of **degree diploma**.

X. Record Transcript Fee.

One dollar (\$1.00) shall be charged for the second and each subsequent transcript of records.

XI. Delinquent Accounts.

No student shall be enrolled, graduated, or receive a transcript of his record until all previous charges have been paid.

B. DEPOSITS

Advance Registration Deposit.

A deposit of \$10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the student's contingent fee. If, however, the student notifies the college at least three weeks before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made through the Department of Revenue, on application from the student through the college authorities.

Check or money order for this amount must be drawn to the Commonwealth of Pennsylvania.

C. NO OTHER FEES OR DEPOSITS PERMITTED

No fees or deposits, other than as specified above may be charged by a State Teachers College.

D. REPAYMENTS

I. Repayment will not be made:

1. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.
2. For any part of the advance registration deposit for any causes whatsoever except where students give notice of intention to withdraw at least three weeks before the college opens or when the student is rejected by the college.

II. A repayment will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for the part of the semester which the student does not spend in college.

III. The advance registration deposit will be returned to students provided they notify the college not less than three weeks before the opening of the semester or term of their intention not to attend or provided the student is rejected by the college.

SUMMARY OF EXPENSES

For students living at home, the cost for one semester is as follows:

Contingent Fee	\$ 36.00
Activities Fee	10.00
Books and Supplies (Estimated)	20.00
Total	\$ 66.00

Commercial Students pay \$6.00 additional.

Out-of-State Students pay \$105.00 additional.

For Students not living at home, the cost for one semester is as follows:

Contingent Fee	\$ 36.00
Housing Fee (Board, Room, and Laundry)	126.00
Activities Fee	10.00
Books and Supplies (Estimated)	20.00
Total	\$192.00

Commercial Students pay \$6.00 additional.

Out-of-State Students pay \$105.00 additional.

Students not living at home and not working in homes approved by the College, must live in the dormitories if rooms are available.

All fees must be paid in advance of enrollment. Fees for the regular college year may be paid one-half in advance of enrollment and one-half before the middle of each semester.

If any fees other than the Activities Fee are paid by Bank Draft, Express, or Post Office Orders, or Checks, they must be made out for the exact amount which is being paid and drawn payable to the order of the Commonwealth of Pennsylvania. All Post Office Orders paying such fees must be drawn on the Post Office at Harrisburg, Pa. If the Activities Fee is not paid in cash a **separate order** must be drawn payable to the "Community Activities."

Keys.

Each student purchases a room or locker key for \$1.00. This is refunded when the key is returned.

Baggage.

Baggage is hauled on the opening and closing days of each semester for a small charge. Incoming baggage should be clearly

marked with the owner's name and "State Teachers College, Bloomsburg, Pa." When baggage is sent to the station it should bear the owner's name and destination.

Guests.

Arrangements for room guests at Waller Hall and North Hall must be approved by the Dean of Women or the Dean of Men. The guest rates in the college dining room, payable to the Dietitian, are as follows: Breakfast, 40c; Luncheon, 40c; Dinner, 50c.

Books and Supplies.

The estimated cost of books and supplies is \$40.00 for the year of 36 weeks. Students may secure these at the Community Store connected with the College. This store is operated on a cash basis.

Dormitory Residence.

Students not living at home and not working in homes approved by the College, must live in the dormitories if rooms are available.

School Banking.

The Business Office is prepared to handle deposits of cash for students in order that they may secure small amounts at convenient times.

Notice of Withdrawal.

Students leaving the college must notify the President of their withdrawal. Regular charges will be made until such notice is received.

Music.

All music accounts are payable in advance for a half-semester period.

FUNDS TO HELP WORTHY STUDENTS

Funds presented by the several classes are considered and treated as loan funds and are now administered solely by the Alumni Association.

All inquiries concerning this fund should be addressed to Mr. D. D. Wright, Treasurer, 58 East Fifth Street, Bloomsburg, Pa., and all applications and payments should be made to him.

Loans are to be repaid to the Treasurer in monthly payments of not less than \$10.00 each and every month beginning four months after the student graduates.

Because of the great number of requests for loans, it has been found necessary to limit the loans to the Senior class; and to further limit the amount to any one person to \$100.00.

STATUS OF THE FUND MAY 23, 1934

Donor	Original Amount	Accumulated Interest	Total to Date
1893 -----	\$ 144.00	\$ 38.41	\$ 182.41
1894 -----	160.00	41.56	201.56
1895 -----	150.00	37.93	187.93
1896 -----	103.00	25.35	128.35
1897 -----	162.00	38.75	200.75
1898 -----	150.00	34.83	184.83
1900 -----	204.00	44.58	248.58
1901 -----	200.00	42.34	242.34
1902 -----	150.00	30.71	180.71
1905 -----	200.00	36.83	236.83
1909 -----	32.00	4.98	36.98
1910 -----	100.00	14.97	114.97
1912 -----	100.00	13.60	113.60
1921 -----	122.60	1.30	123.90
1924 -----	500.00	26.75	526.75
1933 -----	150.00	.18	150.18
Miss Helen A. Kramer -----	10.00	.42	10.42
Miss Irma Ward -----	10.00	.14	10.14
E. J. Drum Estate -----	100.00	1.06	101.06
B. S. T. C. (Y. W. C. A.) --	100.00	.09	100.09
1931 -----	184.63	2.09	186.72
Totals -----	\$3032.23	\$436.87	\$3469.10

ACTIVITIES OF BLOOMSBURG STATE TEACHERS COLLEGE

CURRICULAR PROGRAM OF STUDIES

The program of studies of the college embraces the following curricula:

- I. Four-year Curriculum for the Preparation of Teachers of Kindergarten, Primary Grades 1, 2, 3, leading to the degree B. S. in Education.
- II. Four-year Curriculum for the Preparation of Teachers of Intermediate Grades 4, 5, 6, leading to the degree B. S. in Education.
- III. Four-year Curriculum for the Preparation of Teachers of Rural Schools, Grades 1-8, leading to the degree B. S. in Education.
Note: A State Standard Limited Certificate may be secured upon the completion of two years work in any of the above curriculums, provided the candidate arranges at the end of his first year to so modify his course as to secure six hours of Student Teaching.
- IV. Four-year Curriculum for the Preparation of Junior and Senior High School Teachers, leading to the degree B. S. in Education. The College Certificate issued certifies the candidate to teach the elective fields completed.
- V. Four-year Curriculum for the Preparation of Commercial Teachers, leading to the degree B. S. in Education.

SPECILIZATION IN TEACHING

Types of Teaching. The different curricula that are offered to students have been organized upon the principle that teaching in the elementary school can be classified into sufficiently definite types to require specialization. Each curriculum prepares for a specific type of teaching position.

Work of the First Semester. All students except those who intend to prepare to teach in a junior or senior high school, have the same work for the first semester. A large purpose of the work of this semester is to acquaint students with the requirements for successful teaching in the different grades so that they may decide intelligently in what grades they prefer to teach. The course entitled

Introduction to Teaching, which includes observation in the Training School, is specially designed to aid students in a wise selection.

Students Select a Curriculum. At the end of the first semester, students are asked to select a curriculum for the purpose of specializing. The work of each curriculum must be completed in its entirety. Students may be granted the privilege of changing from one curriculum to another only on condition that the prescribed curriculum be completed before a certificate of graduation is granted.

Junior High School Curriculum. The demand is growing rapidly for teachers who have special training for junior high schools. specialization in subjects is required by the needs of the junior high school. The junior-high school curriculum permits students to elect subjects along the line of their special interests. Students may elect enough work to specialize in two or three fields.

THE TRAINING FACILITIES OF THE COLLEGE

A Teachers College cannot properly prepare teachers unless an adequate training school is maintained. Those who are to become teachers should have ample preparation in teaching in typical school situations. Considerable attention has been given to enlarging and strengthening the training school facilities of the State Teachers College at Bloomsburg. The Training School, which is housed in the new Benjamin Franklin Training School Building on the campus, consists of a kindergarten and grades one to six, inclusive. There is a training teacher in charge of each class, consequently, close supervision is given to the student teaching.

In addition to the Training School the elementary grades of the public schools of the town of Bloomsburg are used for student teaching. Student teaching in the secondary field is done in the Junior-Senior High School of Bloomsburg and Williamsport, the high school of Danville, and the Scott Township Consolidated School. The complete cooperation of the school authorities of the towns of Bloomsburg, Scott Township, Williamsport, and Danville makes it possible to have adequate facilities for the training of teachers for the graded schools and secondary schools.

For the preparation of rural teachers, one-room schools in Columbia County adjacent to the Teachers College are used. Through the cooperation of the school authorities in the rural districts of Hemlock and Mount Pleasant Townships it is possible to have facilities for the training of rural teachers.

The rural and urban elementary school training facilities, and the junior and senior high school training facilities of the college are typical of the public schools in our service area. The students, therefore, have ample opportunity to observe well-trained teachers at work and to develop skill in teaching by actual experience under normal public school conditions.

EXTENSION COURSES

Another field of opportunity has been placed before the teachers of our service area. The State Curricula Revision Committee has made specific regulations concerning the extension work leading to a degree. This work will be offered to any group of teachers in our district large enough to justify the class.

The regular members of the faculty will teach the extension courses. A fee of five dollars is charged for each semester hour credit.

No correspondence courses may be given or accepted by any Pennsylvania State Teachers College or Normal School after September 1, 1927.

Extension credits earned after September 1, 1927, cannot be used as credit to apply to the first two years of any course offered in a Pennsylvania State Teachers College.

The Committee recommends:

(1) That all work completed by extension or correspondence previous to September 1, 1927, be credited according to the regulations previously in effect. These regulations are:

a. A maximum of twenty semester hours to credit allowed for extension and correspondence work in the two-year course toward graduation from the State Normal Schools.

b. Extension courses are offered by regularly appointed full-time teachers of the State Normal Schools or Teachers Colleges.

(2) That not more than twenty semester hours of extension work be credited toward the requirements of the third and fourth years in a degree curriculum.

a. This means that extension courses will be accepted from other institutions only when such courses are offered by regularly employed full-time members of a college or university faculty.

(3) That no person who matriculates on or subsequent to September 1, 1926, be allowed to offer more than twenty semester hours of approved extension work in discharge of the requirement for the degree.

(4) That Teachers Colleges may accept courses completed by extension in other institutions of collegiate grade, subject to the limitations provided above for extension work.

(5) That not more than nine semester hours of extension credit be earned or credited within the limits of a school year.

FRIDAY EVENING AND SATURDAY CLASSES FOR TEACHERS IN SERVICE

This work is residence work so that all the facilities of the College, such as the library and laboratories, are available for the use of the students.

There is always the possibility of offering any course in any curriculum if circumstances permit. The offering is dependent upon two things. First: the demand from teachers in service for the course and, second: the availability of the faculty instructor. As the member of the faculty conducting such a class receives no extra compensation it must be offered as a part of his regular teaching load. We, therefore, are limited to the offerings of those courses for which a member of the faculty is found available for the work after the regular schedule for the semester has been determined.

Any teacher in service who is interested in this plan will be fully informed by communicating with the Dean of Instruction. The course of study desired should be indicated.

The regular members of the faculty will teach the courses. A fee of five dollars is charged for each semester hour credit.

SUMMER SCHOOL OF 1935 JUNE 24—AUGUST 3

The summer school aims largely to meet the needs of teachers who are preparing to meet the requirements of the different certificates issued by the authority of the State Department of Public Instruction.

An important feature of the summer session is the observation and demonstration school which includes all the grades of the elementary school. A skillful teacher is in charge of each grade. Here teachers may observe and have demonstrated for them the best practice in modern teaching.

Secondary credit in Student Teaching may now be secured in the "Summer Session Junior High School."

An interesting feature of the summer school is the series of lectures and entertainments provided throughout the six weeks. Lecturers discuss important political and social problems of current interest. Other lecturers discuss current educational topics. Music and dramatic programs are provided by well-known artists.

To those especially interested in the summer school a special summer school bulletin will be sent on request.

CERTIFICATION REGULATIONS

Recent Certification Regulations of the State Council of Education,
of interest to under-graduates and to Teachers-in-Service.

1. The State Standard Limited Certificate:—

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
TEACHER DIVISION
Harrisburg

Requirements for the Issue of the State Standard Limited Certificate

The State Council of Education at a meeting held June 16, 1932, authorized the issue of a State Standard Limited Certificate for persons desiring to teach the subjects prescribed for the elementary curriculum in the public schools of this Commonwealth.

This certificate is issued in accordance with the following regulations:

1. The school laws specifically require that every teacher must be:
 - a. At least eighteen years of age- (School Code-Section 1202).
 - b. Of good moral character-(School Code-Section 1202).
 - c. In sound physical and mental health-(School Code-Section 1320).
 - d. Not in the habit of using narcotic drugs or intoxicants- (School Code-Section 1320).
2. Applicants for this form of certificate must have completed an approved four-year high school curriculum, or approved equivalent education, and two years, or the equivalent, of professional preparation for teaching.
3. This certificate will be valid for three years, renewable for an additional period of three years upon, a rating of "low" or better and the satisfactory completion of twelve semester hours of further approved preparation, subsequent renewals to require a rating of "middle" or better on a State teachers' rating score card together with twelve semester hours of further approved preparation.
4. The State Limited License may be exchanged for a provisional college certificate when the applicant has met the requirements for this form of license as prescribed in the

regulations. (See page 10, Bulletin No. 2, Teacher Bureau, 1928.)

An applicant for the State Standard Limited Certificate should have completed at least the first two years of an approved curriculum for the preparation of elementary teachers, including not less than six semester hours of approved practice teaching. Additional courses prescribed for renewal purposes should be selected in accordance with the particular degree curriculum in which the applicant has been enrolled and which should advance the holder of the State Standard Limited Certificate towards the completion of a four-year curriculum.

In accordance with the action of the State Council, June 16, 1932, the issue of the Temporary Standard Certificate has been discontinued as of September 1, 1932 with exceptions made to all those teachers-in-service who hold the partial certificate and others who may have completed for the most part the requirements for the issue of the Standard Certificate in accordance with the regulations.

September 14, 1932.

2. Validating for use in the Elementary Field the College Certificate valid in Secondary or Special Fields:—

"In accordance with the recommendations made to the State Council of Education, October 6, 1933, the following modification in the teacher preparation program becomes progressively effective for more adequate preparation in the elementary field effective October 1, 1934, October 1, 1935, and October 1, 1936. The plan provides for more adequate preparation in the elementary field for graduates of teacher preparation institutions who prepared specifically to teach the subjects of the secondary field and then decide to teach in the lower elementary grades. The following regulation has been approved:

"That, after October 1, 1934, college certificates valid in the secondary or special fields may be validated for the elementary field where the holders thereof have completed not fewer than eighteen semester hours of approved courses in elementary education, including six semester hours of elementary student teaching; that, after October 1, 1935, twenty-four semester hours of approved courses in the field of elementary education including six semester hours of elementary student teaching shall be required; and that, after October 1, 1936, thirty semester hours of approved courses in the field of elementary education including six semester hours of elementary student teaching shall be required.

These elementary courses should be selected from the following suggested approved list or equivalent courses:

Educational Measurements for Elementary Teachers	3 s.h.
Teaching of Elementary Science	3 s.h.
Elementary English (Teaching of Reading)	3 s.h.
Arithmetic (Teaching of Arithmetic)	3 s.h.
Principles of Geography (Teaching of Geography) or United States History (Teaching of Elementary Social Studies)	3 s.h.
Health and Hygiene in the Elementary School or Teaching of Primary Subjects	3 s.h.
Child Psychology	3 s.h.
Art in the Elementary School	1½ s.h.
Music in the Elementary School	1½ s.h.
Practice Teaching in the Elementary School	6 s.h.
Elementary Electives *	6 s.h.
*Such as Principles of Elementary Education	2 or 3 s.h.
Kindergarten-Primary Theory	2 or 3 s.h.
Civic Education	2 or 3 s.h.
The Elementary School Curriculum	2 or 3 s.h.
Elementary School Methods	2 or 3 s.h.

That paragraph two, page 10, under **III. College - 1. Provisional College Certificate** of the booklet on certification which provides that 'Such a curriculum will be approved when the six semester hours of prescribed electives are in the field of elementary education and the six semester hours of practice teaching are with pupils of elementary school age' be deleted as of October 1, 1934."

3. Visual Education Regulations:—

In line with the effort to make available approved courses in the use of visual aids and sensory techniques in classroom instruction and to encourage further the development of visual education in the public schools, the State Council of Education approved the following regulation with respect to the preparation of teachers at its meeting on October 10, 1934:

"RESOLVED, That all applicants for PERMANENT teaching certificates on and after September 1, 1935 shall be required to present evidence of having completed an approved course in visual and sensory techniques."

The course in visual education may be completed either as

an undergraduate course or it may be completed after graduation from an accredited teacher preparation institution. Emphasis is placed on the fact that the course in visual aids and sensory techniques must be a part of the teacher's preparation before any form of permanent certification will be issued after September 1, 1935.

Where there is any question relative to the meaning or interpretation of Certification Regulations, the matter should be taken up with the Dean of Instruction previous to beginning class work.

4. TRANSFER AND GRADUATE STUDENTS:—

Students transferring from other Colleges will find it to their advantage to have an interview with the Dean of Instruction a few days before the opening of the session. The prospective student should present a transcript of college credits together with a statement of honorable dismissal. This interview will be more satisfactory than one held during the rush of registration day.

STUDENT GOVERNMENT

Self control is as valuable when applied to a group as to the individual. With this fact in mind, the students of the College have been organized for self-direction in matters pertaining to school life through a community government organization which includes a Community Government Association, men's and women's government associations for the respective dormitories and day students.

Community Government Association

The Community Government Association cooperates with the responsible authorities in promoting personal and group responsibility in regulating the affairs of all students. This body meets once a month. The Student Council, which meets every two weeks, acts as the executive board of the organization. The officers of the Association automatically become officers of the Council. The Student Council administers the affairs of the Association, formulates its policies, and acts upon cases involving violations of the Community Government regulations.

Women's Student Government Association

The Women's Student Government Association is an organization of the women students living in dormitories and off-campus houses. Its administrative body is the Governing Board whose mem-

bers are selected from each of the various classes. The Governing Board has the power to make and enforce regulations, to direct the social life of Waller Hall, and to promote the general welfare of all women students.

Day Women's Association

The Day Women's Association is an organization of women not living in the college dormitories. The governing body is an Official Board of four elected officers and the Chairman of the standing committees. Its purpose is to promote the general welfare of the day women and to cooperate with the other student organizations in matters affecting the general welfare of the institution. Headquarters have been provided on the first floor of Noetling Hall.

Men's Student Government Association

The Men's Student Government Association governs the resident men students efficiently. The governing body is composed of the President, the Vice-President, the Secretary, the Treasurer and a Student Council. By means of this organization, the men cooperate with the administrative authorities in promoting personal and group responsibility.

Day Men's Association

The Day Men's Association is an organization of men students who live at home. The governing board consists of a President, Vice-President, Secretary, and Treasurer. Headquarters have been provided on the first floor of Carver Hall.

ASSEMBLY PROGRAMS

Assembly programs are presented twice a week in the Chapel of Carver Hall. The students are largely responsible for the success of these programs.

The various College clubs present programs with a wide variety of entertainment. Visiting lecturers, visiting high schools, and members of the College faculty contribute at times to these programs.

EXTRA-CURRICULAR ACTIVITIES

All students are required to take part in one extra-curricular activity one semester each year. The students, for the most part, are eager to take this opportunity to train themselves in this important and interesting phase of modern school work. The extra-curricular work during the past year included the following:

Athletics.

In addition to the required courses in physical education, men receive extra-curricular credit for football, basketball, track, cross country, tennis, and baseball. Women receive extra-curricular credit for hiking, skating, playing volleyball, basketball, tennis, and baseball.

"B" Club.

The "B" Club is an organization of women who have achieved a given number of athletic points.

The Letter Club.

The Letter Club is an organization of varsity letter men. Its purpose is to foster clean athletics.

Art League.

The State Teachers College Art League is an organization at Teachers College. Its purpose is to keep alive interest in pictures and art among faculty and students.

Dramatic Club.

The Dramatic Club provides a workshop for those who wish training in educational dramatics. It stages plays for College affairs and for the public. It has installed a chapter of Alpha Psi Omega, national honor dramatic fraternity.

Freshman Dramatic Club.

The Freshman Dramatic Club provides an opportunity for entering students to have training in educational dramatics.

Geographic Society.

The Geographic Society promotes interest in geographic interpretation by recitals of geography as observed in local communities or in travel, by illustrated talks on imaginary journeys, by accounts of current events interpreted from the geographic viewpoint, and by reviewing current literature on geographic topics.

Women's Chorus.

The Women's Chorus numbers about eighty voices. It is a non-selected group of women who enjoy singing. The programs presented are entertaining and seasonal.

The Junior Chamber of Commerce.

The Junior Chamber of Commerce, an organization composed of the students of the Department of Commerce, sponsors a Commercial Contest for High Schools. Through this activity the high school students are acquainted with the type of pro-

professional work being developed here. Contests are held in the major commercial subjects: Bookkeeping, Shorthand, Typewriting, etc. Winners of the various contest events receive medals, while a Commercial Contest Cup is awarded to the high school having the best contest team.

The Library Club.

The object of the club is to acquaint the members with the method of operating a library, to familiarize them with its use; to make a more personal contact with the school library; and to build up aids and devices for teaching purposes.

Maroon and Gold Instrumental Musical Organizations.

(a) Maroon and Gold Orchestra.

The Maroon and Gold Orchestra fills an important place in the College life. Musical programs and entertainments are given. The Orchestra gives an annual public concert. Students with sufficient ability are urged to join this organization.

(b) Maroon and Gold Band.

An excellent group of forty-five members offers training in group and ensemble playing. The band plays at all athletic functions and is organized on the basis of an extra-curricular activity. People with musical talent will benefit by participation in this organization.

Glee Club.

The Glee Club is composed of men who work under the direction of a faculty member. The club presents two programs at the College during the year, and has engagements in various cities in Eastern Pennsylvania.

Men's Double Quartet.

This is an organization separate from the Men's Glee Club and holds regular hours of rehearsal.

Sewing Club.

The object of the Sewing Club is to help beginners to make simple garments which require both machine and hand work. Since many students are interested in learning to knit or crochet, help in these are also given.

A Better Co-Ed Club.

The A. B. C. Club aims to help each girl become conscious of her own obligation to her school and to society in general.

Design Club.

The Design Club provides an opportunity for the student who is interested in Art, and to explore any phase of aesthetics in individual project work.

Home Club.

This Club is for a small discussion group interested in the present day management problems of the home.

Nature Study Club.

The Nature Study Club gives opportunity to its members to respond to the appeal of "The Great Outdoors." Subjects for study and observation include such topics as "What Trees Live on Our Campus," "What Birds Visit Us," "How Did the Susquehanna River Come to Be?" The members who continue through their college course are separately grouped and meet at needed times. Parties from this group, out of their own interests at various times through the year, organize more extensive trips for special studies.

Rural Life Club.

The Rural Life Club is organized for the purpose of studying rural community work, recreation, etc.

Travel Club.

The Travel Club meets for the purpose of studying current travel books, papers, magazines and discussion of life and character of explorers.

Philosophy Club.

The Philosophy Club is an organization of third and fourth year students which purposes to discuss certain philosophical problems which the members select.

Publications.**The Maroon and Gold.**

The Maroon and Gold is the College Paper, published bi-monthly by a student staff. It aims to keep the student body informed of current happenings at Teachers College.

The Obiter.

The Obiter is the Annual published each spring by the graduating class. It contains a review of the activities of the class, with cuts of campus, students, clubs, teams, etc.

The Bloomsburg Alumni Quarterly.

The Bloomsburg Alumni Quarterly, published four times a year, purposes to keep the alumni informed of the activities and progress of their Alma Mater. It is sent to all alumni who pay the alumni fee of \$1.00 a year. A copy of this publication is always available in the College Library.

RELIGIOUS ACTIVITIES

Y. M. C. A.

The Y. M. C. A. holds weekly meetings. It promotes Christian fellowship and sociability among the men students.

Y. W. C. A.

The Y. W. C. A. at the College is affiliated with the national organization of the Young Women's Christian Association. It aims to develop the social and religious life of the women students.

Auditorium.

Devotional services are held in the chapel twice a week in connection with the assembly programs.

Local Churches.

Students at Teachers College are cordially invited to attend services in the churches of Bloomsburg. Students attend Sunday School, Young People's Meetings and sing in the church choirs.

FRATERNITIES

National honorary and professional fraternities which foster and advance educational ideals through scholarship, social efficiency and moral development are permitted to form chapters. There are four such fraternities on the Campus.

Kappa Delta Pi.

Kappa Delta Pi is a national honorary educational fraternity. It is co-educational.

Phi Sigma Pi.

Phi Sigma Pi is a national honorary educational fraternity for men.

Alpha Psi Omega.

Alpha Psi Omega is a national dramatic fraternity for those who have attained certain standards in dramatic work.

Gamma Theta Upsilon.

Gamma Theta Upsilon is a national honorary geography fraternity. It is co-educational.

SOCIAL ACTIVITIES

Every effort is made to organize and arrange the Social Activities of the Calendar so as to avoid interference with the cirricular work of the students.

CALENDAR

The Calendar for 1934-1935, presented below, is typical of the activities for a College Year.

SEPTEMBER

- 10 Entrance Examinations, Registration, Classification & Freshman Events, 10:00 A. M.
Dormitory and Day Organizations entertain Freshmen.
- 11 Registration & Classification of Freshmen — 9:00 A. M.
Y. M. C. A., Y. W. C. A. and C. G. A. parties for Freshmen.
- 12 Registration & Classification of Upper Classmen — 9:00 A. M.
- 13 Classes Begin 8:00 A. M.
- 14 Welcome Party for all Girls.
Tea for new Upperclass Girls.
- 15 Trustee-Faculty Reception — C. G. A. Party.
"B" Club hike to Airport.
- 17 Dr. Henry H. Bierman — Constitution Day — Chapel Program.
- 20 Stunt Day for Women — Pajama Parade for Men.
- 24 Phi Sigma Pi Meeting.
- 25 Bloomsburg Fair Day.
- 29 Football — Clarion (Away).
J. V. vs. Kulpmont (Away).
- 22 "Pocahontas."
- 25 Hallowe'en Dinner and Dance.
- 26 Football — J. V. vs. Susquehanna (Away)
Kappa Delta Pi Meeting.
- 27 Football — Indiana (Away).
- 31 Nomination of Freshman Class Officers.

NOVEMBER

- 2 Wilson MacDonald — Chapel
Alpha Psi Omega (Dramatic Club Play Tournament).
- 3 Homecoming Day — Football — Shippensburg (Here).
- 5 Doctor Fruit — Chapel.
- 6 Phi Sigma Pi Meeting.
- 7 Freshman Class Elections.
- 9 Football — J. V. vs. Susquehanna (Here).
The Siberian Singers — Entertainment Course Number.
- 12 Edwin Markham — Chapel.
- 13 Student Council Reception, Dr. Haas' Residence.
- 16 Freshman Kid Party.
Gamma Theta Upsilon Meeting.
- 17 Football — East Stroudsburg (Away).
- 20 Health and Physical Education Conference.
- 21 Dr. George Earle Raiguel — Chapel.
- 23 Kappa Delta Pi Meeting.
- 24 Football — Slippery Rock — (Here).
Conference of Pennsylvania Association of College Students at B. S. T. C.
- 25 Conference of Pennsylvania Association of College Students.
- 26 Football — Freshmen vs. Upper Classmen.
- 28 Thanksgiving Recess Begins 12 M.

OCTOBER

- 5 Miriam Winslow & Dancers — Entertainment Number.
Alpha Psi Omega Meeting.
- 6 Football — Millersville (Here).
Jr. Chamber of Commerce Dance.
Alumni Committee Meeting.
- 10 Kirby Page, Lecturer — Chapel.
- 12 Phi Sigma Pi Initiation.
- 13 Football — Lock Haven (Away).
- 15 Phi Sigma Pi — General Get Together.
- 16 President's Reception to Trustees and Faculty.
- 17 Delegates to Women's Intercollegiate Association for Student Government Convention at Allegheny College.
- 19 Gamma Theta Upsilon Meeting.
- 20 Football — Mansfield (Here).
Teachers' Day.

DECEMBER

- 3 Thanksgiving Recess Ends 12 M.

- 6 Football Night with the Rotary Club.
- 7 Alpha Psi Omega Meeting.
- 8 Y. W. C. A. Japan Bazaar.
- 11 Phi Sigma Pi Meeting.
- 14 Senior Informal Dance.
- 15 Basketball — Varsity vs. Alumni. Christmas Party for Crippled Children.
- 19 Y. M. & Y. W. C. A. Christmas Party.
- 20 Christmas Dinner.
- 21 Christmas Entertainment.
- 22 Gamma Theta Upsilon Meeting.
- 22 Christmas Recess Begins after last class.
- 28 Delegates to National Student Federation Congress at Boston.

JANUARY

- 1 Delegates Return from Congress at Boston.
- 2 Christmas Recess Ends 12 M.
- 4 Alpha Psi Omega Meeting.
- 11 Basketball — Mansfield (Away).
- Phi Sigma Pi Meeting.
- Herrick & Korb — Entertainment Number.
- Representatives to Convention of Pennsylvania Association of College Students at State College.
- 12 Basketball — Ithaca College (Away).
- Inter-Fraternity Ball.
- 18 Basketball — Kutztown (Here).
- Edna May Thomas — Chapel.
- Gamma Theta Upsilon Meeting.
- 19 First Semester Ends — Recess Begins after last class.
- 23 Second Semester Begins 12 M.
- 25 Second Semester Reception — C. G. A. Party.
- Kappa Delta Pi Meeting.
- 26 Basketball — Lock Haven (Here).
- 30 Obitier Elections.

FEBRUARY

- 1 Alpha Psi Omega Fraternity Play.
- 2 Basketball — Shippensburg (Away).
- 6 Basketball — Shippensburg (Here).
- 8 Milton Symphony Orchestra.
- Phi Sigma Pi Meeting.
- 9 Basketball — East Stroudsburg (Here).
- 11 Maroon & Gold Associate Editor Speeches and Election.
- 13 Basketball — Lock Haven (Away).
- 15 Basketball — Millersville (Here) 4:00 P. M.

- Gamma Theta Upsilon Meeting.
- 16 Sophomore Cotillion.
- 18 Byron MacDonald — Chapel.
- 21 Basketball — Mansfield (Here).
- 22 Kappa Delta Pi Meeting.
- 23 Basketball — East Stroudsburg (Away).

MARCH

- 1 Basketball — Kutztown (Away).
- The Morgan Trio — Entertainment Number.
- 8 Men's Glee Club Concert.
- Phi Sigma Pi Meeting.
- Dr. George Earle Raiguel — Chapel.
- 9 Basketball — Indiana (Here).
- 14 Kiwanis -Rotary-College Night.
- 15 Gamma Theta Upsilon Meeting.
- 16 High School Basketball Tournament (Afternoon & Evening).
- 22 High School Basketball Tournament (Evening).
- Kappa Delta Pi Meeting.
- 23 High School Basketball Tournament (Evening).
- 25 Phi Sigma Pi Chapel Program.
- 29 Northeastern Convention District
- 30 Meeting.

APRIL

- 5 Dramatic Club Play.
- Alpha Psi Omega Meeting.
- 6 Jr. Chamber of Commerce Banquet.
- 8 Phi Sigma Pi Meeting.
- 12 Dorothy Sands, Dramatist — Entertainment Course Number.
- 15 James Sauders, Lecturer — Chapel.
- 17 Nominations for Senior, Junior, Sophomore Class Officers.
- 18 Easter Recess Begins after last class.
- 24 Easter Recess Ends 12 M.
- 26 He-She Party.
- Kappa Delta Pi Meeting.
- 27 Freshman Hop.

MAY

- 1 Class Elections — C. G. A. Elections.
- 2 Student Council Elections.
- Girls' Chorus and Dance.
- Commercial Contest.
- 3 Commercial Contest.
- 4 Commercial Contest.
- Invitation H. S. Track Meet.
- Phi Sigma Pi Founders Day Banquet.
- 6 Mina Kerr, Lecturer — Chapel.

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| 8 | C. G. A. Installation and Dinner. | | dates for Certification. |
| 9 | Phi Sigma Pi at Prof. Rhodes' Residence. | 23 | Senior Banquet. |
| 10 | Junior Promenade. | 24 | Classwork ends after last class. |
| 11 | "B" Club Camp. | | Senior Ball. |
| | President's Lawn Party for Trustees and Faculty. | | Kappa Delta Pi Meeting. |
| 15 | May Day. | 25 | Alumni Day. |
| 17 | Gamma Theta Upsilon Meeting. | 26 | Baccalaureate Sermon 2:30 P. M. |
| 18 | Athletic Banquet. | 27 | Senior Day: Ivy Day: Class Night. |
| 22 | Deficiency Report of all Candidates for Certification. | 28 | Commencement 10:00 A. M. |

The Board of Trustees meets regularly the last Monday of each month.

The Faculty meets regularly the first Monday of each month.

The Student Council meets regularly twice a month.

The College cooperates with worthy Community Projects such as the Girl Scouts, the Boy Scouts and the American Association of University Women.

THE TWO YEAR CURRICULUM

This curriculum enables the student who cannot, by continuous attendance earn his degree, to secure a certificate to teach by completing two years of preparation. The elementary teacher will thus have half of his credits earned for the Bachelor of Science Degree in the Elementary Field, and may continue without loss of credit. The following schedule is equivalent to the first two years of the Four Year Elementary Curriculum.

First Semester					
	60 Min.				
	Periods				
	Per Week	Credit Hours	Third Semester		
Introduction to Teaching	3	3	Arithmetic I	3	3
English I	3	3	Hygiene — Personal and Nutrition	3	3
Educational Biology	4	3	Principles of Geography or Teaching of Reading	3	3
English Activities	3	3	Physical Education	3	1
Music I	4	2	Student Teaching	10	
Art I	4	2	Or Psychology II and English III	6	6
Handwriting	1	$\frac{1}{2}$			
Physical Education	3	1			
	25	17 $\frac{1}{2}$		22	16
Second Semester			Fourth Semester		
Psychology I	3	3	Civic Education	3	3
English II	3	3	History of Civilization	3	3
Science II	4	3	Physical Education	3	1
Principles of Geography or Teaching of Reading	3	3	Teaching of Primary Subjects or Arithmetic II	3	3
Art II	3	1 $\frac{1}{2}$	Student Teaching	10	
Music II	3	1 $\frac{1}{2}$	Or *Psychology II and English III	6	6
Handwriting	1	$\frac{1}{2}$			
Physical Education	3	1			
	23	16 $\frac{1}{2}$		22	16

* Rural Group will omit Psychology II and take Arithmetic II.

NORMAL SCHOOL GRADUATES HAVING IRREGULAR ENTRANCE CREDENTIALS

Graduates of the State Normal Schools who have not had four years of high school preparation may apply to the Credentials Bureau, Harrisburg, Pennsylvania, for a high school equivalent certificate, which, when issued by the Credentials Bureau, will be accepted by the State Teachers Colleges as equivalent to graduation from a four-year high school and all credits earned at a State Normal School prior to September, 1926, will be evaluated.

No credit for public or private school teaching experience, previously credited as high school equivalent or as equivalent professional credit toward graduation, shall be granted or counted toward meeting the requirements for entrance to or graduation from the advanced two-year curriculum.

ADVANCED TWO-YEAR CURRICULUM LEADING TO B. S. IN
EDUCATION—GROUP IV

A. For the Degree in Elementary Education.

Offered Only to Those Who Have Completed the Work of Groups I, II, or III.

All persons who have completed the work of Groups I, II, or III, may have their credits evaluated at the college provided they have previously completed the work of a four-year high school. The new curriculums provide opportunity to earn the B. S. degree in Education in Primary, Intermediate, Rural, or Secondary work. Graduates of the two-year courses receive third-year rank. However, some adjustments must be made to complete certain courses which come in the first two years. This adjustment can usually be made in such manner that the candidate may secure his degree by two years of accredited work in the college.

CREDENTIALS AWARDED TO GRADUATES FROM FOUR YEAR
SECONDARY SCHOOL CURRICULUM AND STEPS NECESSARY
TO MAKE CERTIFICATE PERMANENT

Graduates from the four-year secondary curriculum should note very carefully the following points relative to the types of credentials received upon graduation and the steps necessary for the higher and permanent certificate.

1. Graduation from this course entitles the graduate to a diploma certifying that the holder has completed the required 128 semester hours of the curriculum and that a B. S. in Education has been awarded.

2. The graduate of the course also receives a Provisional College Certificate issued under the authority of the Superintendent of Public Instruction. This certificate is the license to teach the fields and the subjects indicated upon the face of the certificate.

3. This certificate permits the holder to teach three years in the secondary schools of Pennsylvania.

4. In order to secure the Permanent College Certificate the following conditions must be met:

"The issue of this certificate is dependent upon the possession of the qualification required for the provisional college certificate and in addition thereto three years of successful teaching experience in the appropriate field in the public schools of the Commonwealth with a teaching rating of, 'middle,' or better, and the satisfactory completion of at least six semester hours of additional preparation

of collegiate grade, completed subsequent to the baccalaureate degree, one-half of which must be professional and the remainder related to the subjects or subject fields in which the candidate is certified to teach."

(Regulations of State Council of Education)

5. Graduates from the four-year primary, intermediate, or rural curriculum will be granted the B. S. degree in Education and will receive the appropriate Provisional College Certificate. The above procedure is to be followed to secure the Permanent College Certificate.

ARRANGEMENT OF COURSES BY SEMESTER SUBJECT TO MODIFICATION FOR ADMINISTRATIVE PURPOSES

Kindergarten- Primary	Intermediate	Rural	Secondary		Number Class Hours	Number Semester Hours
I (No. of Semester Hours)	II	III	IV			
First Semester						
3	3	3	3	Introduction to Teaching -----	3	3
				(Include Social Guidance on the Campus)		
3	3	3	3	English I -----	3	3
3	3	3	3	English Activities -----	3	3
				(Include library, voice, dramatization)		
3	3	3	3	Science I (Biology) -----	4	3
				(Include physiology of nervous system as a basis for psychology)		
1	1	1	1	Physical Education I -----	3	1
—	—	—	3	History of Civilization -----	3	3
2	2	2	—	Art I -----	4	2
2	2	2	—	Music I -----	4	2
—	—	—	—			
17	17	17	16			
Second Semester						
3	3	3	3	Psychology I -----	3	3
3	3	3	3	English II -----	3	3
3	3	3	3	Science II (Physical Science) -----	4	3
3	3	3	3	Principles of Geography -----	3	3
			3	Hygiene I -----	3	3
1	1	1	1	Physical Education II -----	3	1
1½	1½	1½	—	Art II -----	3	1½
1½	1½	1½	—	Music II -----	3	1½
—	—	—	—			
16	16	16	16			
Third Semester						
3	3	—	3	Psychology II -----	3	3
3	3	3	3	English III -----	3	3
3	3	3	3	American Government -----	3	3
—	—	—	2	Music III (Hist. & App. of) -----	3	2
3	3	3	—	Arithmetic I -----	3	3
—	—	3	—	Teaching of Pri. Subjects -----	3	3
1	1	1	—	Phy. Ed. III (Games) -----	3	1
—	—	—	3	First Elective -----	3	3
—	—	—	3	Second Elective -----	3	3
3	3	3	—	Hygiene, Personal and Nutrition -----	3	3
—	—	—	—			
16	16	16	17			

ARRANGEMENT OF COURSES BY SEMESTER SUBJECT TO MODIFICATION FOR ADMINISTRATIVE PURPOSES

(Continued)

Kindergarten- Primary	Intermediate	Rural	Secondary		Number Class Hours	Number Semester Hours
I (No. of	II Semester	III Hours)	IV Hours)			
Fourth Semester						
—	—	—	3	Problems in Junior-Senior Ed.	3	3
3	3	3	3	Literature I	3	3
—	—	—	3	Ed. Sociology	3	3
1	1	1	1	Handwriting	2	1
3	—	—	—	Teaching of Primary Subjects	3	3
3	3	3	—	Teaching of Reading	3	3
3	3	3	—	Civic Education	3	3
—	3	3	—	Arithmetic II	3	3
1	1	1	—	Phy. Ed. IV	3	1
—	—	—	3	First Elective	3	3
—	—	—	3	Second Elective	3	3
3	3	3	—	Hist. of Civilization	3	3
17	17	17	16			
Fifth Semester						
2	2	2	2	Educational Meas.	2	2
3	3	3	3	Literature II	3	3
—	—	—	2	Art IV (Hist. & App.)	3	2
3	3	3	—	Geog. of Western Hemisphere	3	3
3	3	3	—	U. S. History I	3	3
2	2	2	—	Music III	3	2
2	2	2	—	Art III	4	2
—	—	—	6	First Elective	6	6
—	—	—	3	Second Elective	3	3
15	15	15	16			
Sixth Semester						
—	—	—	2	Guidance	2	2
1	1	1	1	Visual Education	2	1
—	—	—	3	World Problems in Geog.	3	3
2	—	—	—	Pre-School Child	2	2
2	—	—	—	Kindergarten—Pri. Theory	2	2
2	—	—	—	Speech Problems	2	2
3	3	3	—	Children's Literature	3	3
3	3	3	—	Science III (Nat. St.)	4	3
2	2	2	—	Art IV (Hist. & App.)	3	2
—	3	3	—	Geog. of Eastern Hemis.	3	3
—	—	—	—	U. S. History II	3	3
—	—	—	3	First Elective	3	3
—	—	—	3	Second Elective	3	3
—	—	—	3	Free Elective	3	3
15	15	15	15			

ARRANGEMENT OF COURSES BY SEMESTER SUBJECT TO
MODIFICATION FOR ADMINISTRATIVE PURPOSES

(Continued)

Kindergarten- Primary	Intermediate	Rural	Secondary		Number Class Hours	Number Semester Hours
I	II	III	IV			
(No. of Semester Hours)						
Seventh Semester						
7	7	7	7	Student Teaching and Conf's.	11	7
1	1	1	1	Techniques	1	1
4	4	4	2	History and Philosophy of Ed.	2	2
3	3	3	3	Free Elective	3	3
—	—	—	3	Elective	3	3
15	15	15	16			

Eighth Semester

7	7	7	7	Student Teaching and Conf's.	11	7
1	1	1	1	Techniques	1	1
3	3	3	—	Educational Sociology	3	3
3	3	3	—	Hygiene II (School & Com.)	3	3
3	3	3	—	Free Elective	3	3
—	—	—	6	Electives	6	6
—	—	—	2	History and Philosophy of Ed.	2	2
17	17	17	16			

FIELD, SUBJECT AND SEMESTER DISTRIBUTION OF THE FOUR-YEAR CURRICULUM IN KINDERGARTEN-PRIMARY EDUCATION

	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	7th Sem.	8th Sem.	Total	% of Total
EDUCATION										
Introduction to Teaching	3									
Psychology I		3								
Psychology II			3							
Teaching of Primary Subjects				3						
Educational Measurements					2					
Visual Education						1				
Pre-School Child						2				
Kindergarten-Primary Theory						2				
Student Teaching and Conferences							7	7		
Technique of Teaching							1	1		
History and Philosophy of Education							4			
TOTAL	3	3	3	3	2	5	12	8	39	30.5
ENGLISH										
English I	3									
English Activities	3									
English II		3								
English III			3							
Literature I				3						
Literature II (Include Pa. Lit.)					3					
Speech Problems						2				
Teaching of Reading				3						
Children's Literature						3				
and Story Telling										
TOTAL	6	3	3	6	3	5	0	0	26	20.3
SCIENCE										
Educational Biology	3									
Personal Hygiene and Nutrition			3							
Science II		3								
School and Community Hygiene								3		
Science III (Nature Study)						3				
TOTAL	3	3	3	0	0	3	0	3	15	11.7
GEOGRAPHY										
Principles of Geography		3			3					
Geography of W. Hem.										
TOTAL	0	3	0	0	3	0	0	0	6	4.7
SOCIAL SCIENCE										
Early U. S. History					3					
History of Civilization				3						
American Government			3							
Educational Sociology								3		
Civic Education				3						
TOTAL	0	0	3	6	3	0	0	3	15	11.7

FIELD, SUBJECT AND SEMESTER DISTRIBUTION OF THE FOUR-YEAR CURRICULUM IN KINDERGARTEN-PRIMARY EDUCATION

(Continued)

	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	7th Sem.	8th Sem.	Total	% of Total
MATHEMATICS										
Arithmetic I			3							
TOTAL	0	0	3	0	0	0	0	0	3	2.3
ARTS										
Physical Education I	(3)1									
Physical Education II		(3)1								
Physical Education III (Games)			(3)1							
Physical Education IV (Teaching of)				(3)1						
Art I	(4)2									
Art II		(3)1½			(4)2					
Art III										
Art IV (History and Appreciation of Art)	(4)2					(3)2				
Music I										
Music II		(3)1½								
Music III (History and Appreciation of Music)					(4)2					
Handwriting				(2)1						
TOTAL	5	4	1	2	4	2	0	0	18	14.0
Free Elective							3	3		
TOTAL	0	0	0	0	0	0	3	3	6	4.7
TOTAL	17	16	16	17	15	15	15	17	128	99.9

**FIELD, SUBJECT AND SEMESTER DISTRIBUTION OF THE FOUR-
YEAR CURRICULUM IN INTERMEDIATE EDUCATION**

	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	7th Sem.	8th Sem.	Total	% of Total
EDUCATION										
Introduction to Teaching	3									
Psychology I		3								
Psychology II			3							
Educational Measure- ments					2					
Visual Education						1				
Student Teaching and Conferences							7 1	7 1		
Technique of Teaching History and Philosophy of Education							4			
TOTAL	3	3	3	0	2	1	12	8	32	25
ENGLISH										
English I	3									
English Activities	3									
English II		3								
English III			3							
Literature I				3						
Literature II (Include Pa. Lit.)					3					
Teaching of Reading Children's Literature and Story Telling				3		3				
TOTAL	6	3	3	6	3	3	0	0	24	18.7
SCIENCE										
Educational Biology	3									
Personal Hygiene and Nutrition			3							
Science II		3								
School and Community Hygiene								3		
Science III (Nature Study)						3				
TOTAL	3	3	3	0	0	3	0	3	15	11.7
GEOGRAPHY										
Principles of Geography		3								
Geography of W. Hem.					3					
Geography of E. Hem.						3				
TOTAL	0	3	0	0	3	3	0	0	9	7.0
SOCIAL SCIENCE										
U. S. History I					3					
U. S. History II						3				
History of Civilization			3	3						
American Government										
Educational Sociology								3		
Civic Education				3						
TOTAL	0	0	3	6	3	3	0	3	18	14

FIELD, SUBJECT AND SEMESTER DISTRIBUTION OF THE FOUR-YEAR CURRICULUM IN INTERMEDIATE EDUCATION

(Continued)

	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	7th Sem.	8th Sem.	Total	% of Total
MATHEMATICS										
Arithmetic I			3							
Arithmetic II				3						
TOTAL	0	0	3	3	0	0	0	0	6	4.7
ARTS										
Physical Education I	(3)1									
Physical Education II		(3)1								
Physical Education III (Games)			(3)1							
Physical Education IV (Teaching of)				(3)1						
Art I	(4)2									
Art II		(3)1½			(4)2					
Art III						(3)2				
Art IV										
Music I	(4)2									
Music II		(3)1½			(3)2					
Music III				(2)1						
Handwriting										
TOTAL	5	4	1	2	4	2	0	0	18	14.0
Free Elective							3	3		
TOTAL	0	0	0	0	0	0	3	3	6	4.7
TOTAL	17	16	16	17	15	15	15	17	128	99.8

**FIELD, SUBJECT AND SEMESTER DISTRIBUTION OF THE FOUR-
YEAR CURRICULUM IN RURAL EDUCATION**

	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	7th Sem.	8th Sem.	Total	% of Total
EDUCATION										
Introduction to Teaching	3									
Psychology I		3								
Teaching of Primary Subjects			3							
Educational Measure- ments					2					
Visual Education						1				
Student Teaching and Conferences							7 1	7 1		
Technique of Teaching							4			
History and Philosophy of Education										
TOTAL	3	3	3	0	2	1	12	8	22	24.5
ENGLISH										
English I	3									
English Activities	3									
English II		3								
English III			3							
Literature I				3						
Literature II					3					
(Include Pa. Lit.)				3						
Teaching of Reading										
Children's Literature and Story Telling						3				
TOTAL	6	3	3	6	3	3	0	0	24	18.7
SCIENCE										
Educational Biology	3									
Personal Hygiene and Nutrition			3							
Science II		3								
School and Community Hygiene								3		
Science III (Nature Study)						3				
TOTAL	3	3	3	0	0	3	0	3	15	11.7
GEOGRAPHY										
Principles of Geography		3								
Geography of W. Hem.					3					
Geography of E. Hem.						3				
TOTAL	0	3	0	0	3	3	0	0	9	7.0
SOCIAL SCIENCE										
U. S. History I					3					
U. S. History II						3				
History of Civilization				3						
American Government			3							
Educational Sociology								3		
Civic Education				3						
TOTAL	0	0	3	6	3	3	0	3	18	14.1

FIELD, SUBJECT AND SEMESTER DISTRIBUTION OF THE FOUR-YEAR CURRICULUM IN RURAL EDUCATION

(Continued)

	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	7th Sem.	8th Sem.	Total	% of Total
MATHEMATICS										
Arithmetic I			3	3						
Arithmetic II										
TOTAL	0	0	3	3	0	0	0	0	6	4.7
PHYSICAL EDUCATION										
Physical Education I	(3)1	(3)1								
Physical Education II										
Physical Education III (Games)			(3)1							
Physical Education IV (Teaching of)	(4)2			(3)1						
Art I		(3)1½			(4)2					
Art II						(3)2				
Art III										
Art IV	(4)2									
Music I		(3)1½								
Music II										
Music III (History and Appreciation of Music)				(2)1	(3)2					
Handwriting										
TOTAL	5	4	1	2	4	2	0	0	18	14.0
Free Elective							3	3		
TOTAL	0	0	0	0	0	0	3	3	6	4.7
TOTAL	17	16	16	17	15	15	15	17	128	99.4

FIELD, SUBJECT AND SEMESTER DISTRIBUTION OF THE FOUR-YEAR CURRICULUM IN SECONDARY EDUCATION

	1st Sem.	2nd Sem.	3rd Sem.	4th Sem.	5th Sem.	6th Sem.	7th Sem.	8th Sem.	Total	% of Total
EDUCATION										
Introduction to Teaching	3									
Problems in Jr. Sr. H. S. Education				3						
Psychology I		3								
Psychology II			3							
Educational Measurements					2					
Visual Education						1				
Student Teaching and Conferences							7 1	7 1		
Technique of Teaching										
History and Philosophy of Education							2	2		
TOTAL	3	3	3	3	2	1	10	10	35	26.7
ENGLISH										
English I	3									
English Activities	3									
English II		3								
English III			3							
Literature I				3						
Literature II					3					
(Include Pa. Lit.)										
TOTAL	6	3	3	3	3	0	0	0	18	13.7
SCIENCE										
Educational Biology	3									
Science II		3								
School and Community Hygiene		3								
TOTAL	3	6	0	0	0	0	0	0	9	9.2
GEOGRAPHY										
Principles of Geography		3								
World Problems in Geography						3				
TOTAL	0	3	0	0	0	3	0	0	6	4.6
SOCIAL SCIENCE										
History of Civilization	3									
American Government			3							
Guidance						2				
Educational Sociology				3						
TOTAL	3	0	3	3	0	2	0	0	11	8.4
ARTS										
Physical Education I	(3)1									
Physical Education II		(3)1								
Art IV (History and Appreciation of Art)					(3)2					
Music III (History and Appreciation of Music)			(3)2							
Handwriting				(2)1						
TOTAL	1	1	2	1	2	0	0	0	7	5.3
ELECTIVES										
1st Elective			3	3	3	3	3	3		
2nd Elective			3	3	3	3	3	3		
Elective					3	3				
TOTAL	0	0	6	6	9	9	6	6	42	32.1
TOTAL	16	16	17	16	16	15	16	16	128	100

Kindergarten and Primary Grades, 1, 2, 3

Semester				Semester	
Class		Hours		Class	Hours
Hours	Credit			Hours	Credit
First Semester			Fifth Semester		
* Introduction to Teaching --	3	3	* Educational Measurements	2	2
(Include social guidance on the campus)			* Literature II (Include Pa. Literature)	3	3
* English I -----	3	3	Geography of Western Hemisphere -----	3	3
* English Activities -----	3	3	United States History I --	3	3
(Include library, voice and dramatization)			(Early U. S. History; include Pa. course of study)		
* Science I--Biology -----	4	3	* Music III -----	3	2
(Include physiology of the nervous system as a basis for psychology)			(History and Appreciation of Music)		
* Physical Education I -----	3	1	Art III -----	4	2
Art I -----	4	2	(Advanced pictorial arts, design, color, handicrafts; bibliography)		
Music I -----	4	2			
	24	17		18	15
Second Semester			Sixth Semester		
* Psychology I -----	3	3	* Visual Education -----	2	1
* English II -----	3	3	Pre-School Child -----	2	2
* Science II--Physical Science	4	3	Kindergarten-Primary Theory -----	2	2
* Principles of Geography --	3	3	Speech Problems -----	2	2
Music II -----	3	1½	Children's Literature and Story Telling -----	3	3
Art II -----	3	1½	Science III--Nature Study	4	3
* Physical Education II -----	3	1	* Art IV -----	3	2
	22	16	(History and Appreciation of Art)		
Third Semester			Seventh Semester		
Psychology II -----	3	3	Student Teaching and Conferences -----	11	7
* English III -----	3	3	Techniques -----	1	1
* American Government -----	3	3	History and Philosophy of Education -----	4	4
Arithmetic I -----	3	3	Free Elective -----	3	3
Hygiene, Personal and Nutrition -----	3	3		19	15
Physical Education III--Games -----	3	1	Eighth Semester		
	18	16	Student Teaching and Conferences -----	11	7
Fourth Semester			Techniques -----	1	1
Teaching of Primary Subjects -----	3	3	Educational Sociology -----	3	3
* Literature I -----	3	3	Hygiene II (School and Com.) -----	3	3
Teaching of Reading -----	3	3	Free Elective -----	3	3
Civic Education -----	3	3		21	17
* Handwriting -----	2	1			
Physical Education IV--Teaching of -----	3	1			
History of Civilization --	3	3			
	20	17			

FOUR-YEAR CURRICULUM FOR GROUP II

Intermediate Grades, 4, 5, 6

				Semester		Semester	
				Class	Hours	Class	Hours
				Hours	Credit	Hours	Credit
First Semester				Fifth Semester			
* Introduction to Teaching --	3	3		* Educational Measurements	2	2	
(Include social guidance on the campus)				* Literature II (Include Penna. Literature)	3	3	
* English I -----	3	3		Geography of Western Hemisphere	3	3	
* English Activities -----	3	3		United States History I --	3	3	
(Include library, voice and dramatization)				(Early U. S. History; include Penna. course of study)			
* Science I—Biology -----	4	3		* Music III -----	3	2	
(Include physiology of the nervous system as a basis for psychology)				(History and Appreciation of Music)			
Art I -----	4	2		Art III -----	4	2	
Music I -----	4	2		(Advanced pictorial arts, design, color, handicrafts; bibliography)			
* Physical Education I -----	3	1					
	24	17					
Second Semester							
* Psychology I -----	3	3				18	15
* English II -----	3	3		Sixth Semester			
* Science II—Physical Science -----	4	3		* Visual Education -----	2	1	
* Principles of Geography --	3	3		Children's Literature and Story Telling -----	3	3	
Art II -----	3	1½		Science III—Nature Study	4	3	
Music II -----	3	1½		Geography of Eastern Hemisphere	3	3	
* Physical Education II -----	3	1		U. S. History II -----	3	3	
	22	16		(Include History of Pennsylvania)			
Third Semester				* Art IV -----	3	2	
Psychology II -----	3	3		(History and Appreciation of Art)			
* English III -----	3	3					
* American Government -----	3	3				18	15
Arithmetic I -----	3	3		Seventh Semester			
Hygiene, Personal and Nutrition -----	3	3		Student Teaching and Conferences -----	11	7	
Physical Education III—Games -----	3	1		Techniques -----	1	1	
	18	16		History and Philosophy of Education -----	4	4	
Fourth Semester				Free Elective -----	3	3	
† Literature I -----	3	3				19	15
Teaching of Reading -----	3	3		Eighth Semester			
Civic Education -----	3	3		Student Teaching and Conferences -----	11	7	
Arithmetic II -----	3	3		Techniques -----	1	1	
History of Civilization -----	3	3		Educational Sociology -----	3	3	
* Handwriting -----	2	1		Hygiene II (School and Com.) -----	3	3	
Physical Education IV—Teaching of -----	3	1		Free Elective -----	3	3	
	20	17				21	17
† For those students who desire to teach after two years of residence on a "limited certificate" six semester hours of student teaching will be substituted in place of American Government and Literature I.				* Core subjects. N. B. Common to all curricula but differentiated content.			

FOUR-YEAR CURRICULUM FOR GROUP III

Rural

Semester				Semester			
Class		Hours		Class		Hours	
Hours	Credit	Hours	Credit	Hours	Credit	Hours	Credit
First Semester				Fifth Semester			
* Introduction to Teaching	3	3		* Educational Measurements	2	2	
(Include social guidance on the campus)				* Literature II (Include Penna. Literature)	3	3	
* English I	3	3		Geography of the Western Hemisphere	3	3	
* English Activities	3	3		United States History I	3	3	
(Include library, voice and dramatization)				(Early U. S. History; include Penna. course of study)			
* Science I—Biology	4	3		* Music III	3	2	
(Include physiology of the nervous system as a basis for psychology)				(History and Appreciation of Music)			
Art I	4	2		Art III	4	2	
Music I	4	2		(Advanced pictorial arts, designs, color, handicrafts, bibliography)			
* Physical Education I	3	1					
	24	17			18	15	
Second Semester				Sixth Semester			
* Psychology I	3	3		* Visual Education	2	1	
* English II	3	3		Children's Literature and Story Telling	3	3	
* Science II—Physical Science	4	3		Science III—Nature Study	4	3	
* Principles of Geography	3	3		Geography of Eastern Hemisphere	3	3	
Art II	3	1½		United States History II	3	3	
Music II	3	1½		(Include History of Pennsylvania)			
* Physical Education II	3	1		* Art IV	3	2	
	22	16		(History and Appreciation of Art)			
Third Semester					18	15	
Teaching of Primary Subjects	3	3		Seventh Semester			
* English III	3	3		Student Teaching and Conferences	11	7	
* American Government	3	3		Techniques	1	1	
Arithmetic I	3	3		History and Philosophy of Education	4	4	
Hygiene, Personal and Nutrition	3	3		Free Elective	3	3	
Physical Education III—Games	3	1			19	15	
	18	16		Eighth Semester			
Fourth Semester				Student Teaching and Conferences	11	7	
* Literature I	3	3		Techniques	1	1	
Teaching of Reading	3	3		Educational Sociology	3	3	
Civic Education	3	3		Hygiene II (School and Com.)	3	3	
Arithmetic II	3	3		Free Elective	3	3	
History of Civilization	3	3			21	17	
* Handwriting	2	1		* Core subjects.			
Physical Education IV—Teaching of	3	1		N. B. Common to all curricula but differentiated content.			
	20	17					

FOUR-YEAR SECONDARY CURRICULUM

Preparation of Teachers for Secondary Field

				Semester		Semester	
				Class	Hours	Class	Hours
				Hours	Credit	Hours	Credit
First Semester				Fifth Semester			
* Introduction to Teaching -	3	3		* Educational Measurements	2	2	
(Include social guidance				* Literature II (Include			
on the campus)				Penna. Literature)	3	3	
* English I	3	3		* Art IV	3	2	
* English Activities	3	3		(History and Apprecia-			
(Include library, voice,				tion of Art)			
and dramatization)				First Elective	6	6	
* Science I—Biology	4	3		Second Elective	3	3	
(Include physiology of					17	16	
the nervous system as a							
basis for psychology)							
* History of Civilization	3	3					
* Physical Education I	3	1					
	19	16					
Second Semester				Sixth Semester			
* Psychology I	3	3		* Visual Education	2	1	
* English II	3	3		World Problems in Geo-			
* Science II—Physical Sci-				graphy	3	3	
ence	4	3		First Elective	3	3	
* Principles of Geography	3	3		Second Elective	3	3	
* Hygiene I (Personal,				Free Elective	3	3	
School and Community)	3	3		Guidance	2	2	
* Physical Education II	3	1			16	15	
	19	16					
Third Semester				Seventh Semester			
Psychology II	3	3		Student Teaching and Con-			
* English III	3	3		ferences	11	7	
* American Government	3	3		Techniques	1	1	
* Music III	3	2		History and Philosophy of			
(History and Apprecia-				Education	2	2	
tion of Music)				Free Elective	3	3	
First Elective	3	3		Elective	3	3	
Second Elective	3	3			20	16	
	18	17					
Fourth Semester				Eighth Semester			
Problems in Jr.-Sr. H. S.				Student Teaching and Con-			
Education	3	3		ferences	11	7	
(Include purpose, organi-				Techniques	1	1	
zation and development				History and Philosophy of			
of Jr. H. S. and extra-				Education	2	2	
curricular activities)				First Elective	3	3	
* Literature I	3	3		Second Elective	3	3	
* Educational Sociology	3	3			20	16	
* Handwriting	2	1					
First Elective	3	3					
Second Elective	3	3					
	17	16					

* Core subjects.

N. B. Common to all curricula but differentiated content.

SEQUENCE OF ELECTIVE COURSES FOR THE
FOUR- YEAR CURRICULUM

English

Fall Semester

- * Contemporary Poetry
- * Modern Novel
- * Intensive Course in Shakespeare

Spring Semester

- Short Story
- Foreign Classics or Victorian Prose and Poetry
- * Philology and Grammar
- Dramatic English

Geography

Fall Semester

- Physiography
 - * Geography of Latin America
 - * Geography of the Pacific Realm
- Spring Semester
- * Geography of the United States and Canada
 - * Geography of Europe
 - Economic Geography

Science

Fall Semester

- * Zoology I
- * Chemistry
- * Physics
- Physiography

Spring Semester

- * Botany I
- * Chemistry
- * Physics
- Astronomy

Note: Courses starred are required in Field.

Biological Science

Fall Semester

- Zoology I
- Zoology II
- Physiology

Spring Semester

- Botany I
- Botany II
- Anatomy

Social Studies

Fall Semester

- * Early European History
- * American History to '65
 - Economics
 - History of Latin America
- * Modern European History
 - Origin of Social Institutions
 - Political Science
- * Social and Industrial History of U. S.

Mathematics

Fall Semester

- College Algebra
- * Mathematics II
 - Mathematics in the Junior-Senior High School
- * Mathematics I
- * Mathematics III
 - Analytical Geometry
 - Introduction to the Theory of Statistics

French

Fall Semester

- French I Late 19th Century and Contemporary French Literature.
- French III French Literature to the End of the Classical Period.
- French V Romantic and Realistic Movements in French Literature.

Spring Semester

- French II Contemporary French Literature.
- French IV Eighteenth Century French Literature.
- French VI Romantic and Realistic Movements in French Literature (con't.)

Latin

Fall Semester

- Latin I Ovid and Vergil.
- Latin III Cicero and Tacitus.
- Latin V Plautus and Terence.

Spring Semester

- Latin II Livy.
- Latin IV Horace.
- Latin VI Roman Civilization.

PREREQUISITES FOR THE ELECTION OF FIELDS IN
THE SECONDARY SCHOOL CURRICULUM

1. To elect Science, a student must present one high school unit in Chemistry and one high school unit in Physics.
2. To elect Social Studies, a student must present two high school units in Social Studies.
3. To elect Latin, a student must present three high school units of Latin.
4. To elect French, a student must present two high school units of French.
5. To elect Mathematics, a student must present three high school units of Mathematics of which units Algebra and Plane Geometry must have been taken in the Senior High School.

DESCRIPTION OF ELECTIVE SUBJECTS OF THE FOUR-YEAR CURRICULUMS

In Field studies, when possible, study is made of adaptations to habitat. This leads to Studies of Morphology in the Laboratory.

Factors and modes of Evolusion are recognized as the student proceeds through the study of activities (physiology) and resulting Life Histories of these bodies.

For Course I 4 hours per week, 3 S. H. Credit.

I. Zoology Courses I and II.

Effort is made to cover the forms now given in study courses of Phyla 1-8, supplementing by varying local forms where such are available.

For Course II 4 hours per week, 3 S. H. Credit.

The remaining Phyla are covered, however using the greater part of the time and effort for the vertebrates, culminating in the study of man.

Standard text and reference books are constantly used; and field, laboratory, and special appointments furnish time for consultation of the teacher by the student.

II Botany Courses I and II.

Course I. 4 hours per week, 3 S. H. Credit.

The local flora furnishes the material of study.

Proportionate attention is paid to anatomy, physiology, classification, life history and relation studies.

The types for Course I are selected from living local forms and preserved marine and other special habitat types of Groups I to III.

Course II. 4 hours per week, 3 S. H. Credit.

All the time of Course II is spent on Spermaphytes.

The methods are predominantly those growing out of the needs coming from contacts in the field and the laboratory.

III. Chemistry. Two semesters (6 hrs.) 4 hours per week, 3 S. H. Credit.

This course is open only to students who have had a year of high school chemistry. The first problem is to equalize the knowledge of the members of the class and this can probably best be done by approaching the topics in general chemistry from the standpoint of their use by men. Some exercises in qualitative analysis and organic chemistry are given.

IV. Physics. Two semesters (6 hrs.) 4 hours per week, 3 S. H. Credit.

This course is open only to students who have had a year of high school physics. The general plan outlined for chemistry, save as necessarily modified by the nature of the subject itself, is followed.

V. Descriptive Astronomy. 4 hours per week, 3 S. H. Credit.

This course in descriptive astronomy is designed to broaden and rationalize the prospective teacher's knowledge of the place of the Earth in the solar system, the features of astronomical geography he is called upon to explain, and the place of the solar system in the stellar system.

VI. Physiology. 4 hours per week, 3 S. H. Credit.

The Physiology Course provides studies of activities of animal forms; and for coming, through these studies, to derivation of the form needed for the action.

The purpose in studying the lower forms is especially to come to understanding and appreciation of the human.

Typical actions of the great fundamental vital functions of sensation, motion, nutrition, and reproduction are studied.

VII. Anatomy. 4 hours per week, 3 S. H. Credit.

The course in Anatomy is designed to give students knowledge of the body structures of types of the classification groups of the animal kingdom.

The types used for such study are the sponge, the hydra, and the star-fish; the earth worm and the clam, the cray fish, the spider and beetle, the butterfly and bee; the frog, bird, and the cat.

The processes of habitat-adaptations of the body as a whole, and of the separated parts are the dominating laboratory studies.

The results of all studies always culminate in applications to the human by constant comparison.

ENGLISH

I. Contemporary Poetry. 3 hours per week, 3 S. H. Credit.

This course includes a study of current poetry as contrasted with the older poetry of England and America. There is a wide field from which to choose and a many-sided view of current social life should result from this course. A large amount of reading out of class with required reports, supplements, lecture, and recitation work. The utilization of current poetry in the junior high school receives consideration.

II. Short Story. 3 hours per week, 3 S. H. Credit.

The short story has become, in recent years, almost a specialized technique which is adaptable to almost every purpose for which writing is done. A wide range of typical stories are presented. Much reading out of class with both oral and written reports characterizes this course. The use of the short story with junior high school pupils is presented.

III. Intensive Course in Shakespeare. 3 hours per week, 3 S. H. Credit.

The object of this course is to give students a knowledge of the technique and content of Shakespeare's plays, a knowledge of Elizabethan England, and of Shakespeare's contemporaries. The course consists of an intensive study of a few of Shakespeare's plays, with wide collateral reading of both his work and that of his contemporaries.

IV. The Modern Novel. 3 hours per week, 3 S. H. Credit.

The course aims to establish backgrounds by offering a brief review of the development of the novel and then acquainting students with recent outstanding novelists and their works. Individual reports on novels and authors are required.

V. Pre-Shakespearian Literature. 3 hours per week, 3 S. H. Credit.

This course affords a general survey of English Literature from its beginnings until the time of Shakespeare. Special emphasis is placed on Anglo-Saxon Literature, the works of Chaucer and Spencer, and the development of the drama in English from its beginnings to Shakespeare.

VI. Philology and Grammar. 3 hours per week, 3 S. H. Credit.

This course goes into the history and development of English more deeply than is done in English I and furnishes a basis for an understanding of words in terms of their original and acquired meanings. This forms the basis for an intensive study of grammar. This knowledge of grammar furnishes the margins of knowledge and insight necessary for the effective teaching of grammar in the junior high school grades.

VII. Foreign Classics. 3 hours per week, 3 S. H. Credit.

The purpose of this course is to give students some conception of the continuity of literature from ancient to modern times; to acquaint them with some of the masterpieces of the literature of those nations whose dramas, epics, lyrics, letters, histories, novels, stories, essays, etc., have influenced the thought and culture of the world. The course requires the wide reading in translation, of the literature of Israel, Judea, Greece, Rome, Italy, Spain, France, Germany, and Russia.

VIII. Victorian Prose and Poetry. 3 hours per week, 3 S. H. Credit.

This course aims to familiarize the student with some of the characteristic prose and poetry from the time of Tennyson until the close of the century, and to help him interpret the spirit of the age through its literature. A study will be made of the political and social background of the period, its literary conventions and the personality of the various writers.

IX. Dramatic English. 3 hours per week, 3 S. H. Credit.

This course is planned to develop the dramatic abilities of the prospective teacher along two lines, namely, that of producing director and that of actor. It should develop the student's appreciative, creative, and imaginative abilities as well as his knowledge of dramatic technique and production.

FOREIGN LANGUAGES

COURSES IN LATIN

The courses in Latin are intended to prepare the student to teach that subject, and are, therefore, approached from the professional point of view. In all of the courses emphasis is laid on the social, historical, geographical, and mythological backgrounds of the works read.

Latin I. 3 hours per week, 3 S. H. Credit.

Ovid and Vergil.

Selections from Ovid's *Metamorphoses* and Vergil's *Aeneid*, not read in high school. Latin Prose Composition.

Pre-requisite: three years of high school Latin.

Latin II 3 hours per week, 3 S. H. Credit.

Livy.

Selections from Books I, XXI, and XXII. Latin Prose Composition.

Latin III. 3 hours per week, 3 S. H. Credit.

Cicero and Tacitus.

Texts read: Cicero's "De Senectute" and "De Amicitia."
Optional: Tacitus: "De Oratoribus." Latin Prose Composition.

Latin IV. 3 hours per week, 3 S. H. Credit.

Horace.

Selections from Odes and Epodes; *Carmen Saeculare*. Study of Prosody, as found in selections read. Latin Prose Composition.

Latin V. 3 hours per week, 3 S. H. Credit.

Plautus and Terence.

Texts read: Plautus—"Captivi"; Terence—"Phormio" or "Andria." Latin Prose Composition.

Latin VI. 3 hours per week, 3 S. H. Credit.

Roman Civilization.

Study of background materials in the study of Latin; organization of the same for teaching purposes. Reading of selections of all the leading writers in Roman Literature. Prose Composition.

COURSES IN FRENCH

The courses in French are intended to prepare the student to teach French by the Direct Method. The aims are as follows: ability to speak French, ability to understand spoken French, ability to write and read French. Wherever the opportunity presents itself, instruction is given in the history of France, in the life of the people, in the geography of France, and in its institutions. The courses are all professionalized.

French I. 3 hours per week, 3 S. H. Credit.

Late 19th Century and Contemporary French Literature.

Selected short stories from the latter part of the nineteenth century, and from contemporary literature. The Direct Method is used in conducting the course. The course includes grammar review, and instruction in phonetics.

Pre-requisite: two years of high school French.

French II. 3 hours per week, 3 S. H. Credit.

Contemporary French Literature.

Continuation of Course I.

French III. 3 hours per week, 3 S. H. Credit.

French Literature to the End of the Classical Period.

General survey of the history of French literature to the end of the 17th century. Intensive reading of one play each by Corneille, Racine, and Moliere. Exercises in prose composition.

French IV. 3 hours per week, 3 S. H. Credit.

Eighteenth Century French Literature.

Survey of French literature in the 18th century. Intensive reading of three works of the period. Prose Composition.

French V. 3 hours per week, 3 S. H. Credit.

Romantic and Realistic Movements in French Literature.

Survey of the Romantic period in French Literature. Readings from works of the period. Prose composition.

French VI. 3 hours per week, 3 S. H. Credit.

Romantic and Realistic Movements in French Literature.

Survey of French literature from the end of the Romantic period to the present time. Reading of representative works. Prose composition.

GEOGRAPHY

I. Physiography. 3 hours per week, 3 S. H. Credit.

Physiography is current dynamic geology. It presents the forces which have shaped and fashioned the earth as still operative upon and constantly shaping and modifying it. Climatology, meteorology, topographic and geologic maps find their place in connection with a study of physiographic forces. This course supplies the knowledge of principles vital in science and geography teaching.

II. Geography of U. S. and Canada. 3 hours per week, 3 S. H. Credit.

This course is a regional study. It shows how differences in natural environment have brought about variety in ways of living in North America. It lays stress upon both the use and abuse of the resources of the continent, and emphasizes the need for "taking stock" in order that our natural resources may be conserved.

III. Geographical Influences in American History. 3 hours per week, 3 S. H. Credit.

This course consists of a study of how the geographic conditions of America have influenced American history. It is of interest and value to all, particularly to those specializing in history or geography. The understanding of the relations involved is necessary to an appreciation of the parts played by nature and society in the development of our social life.

IV. Geography of Latin America. 3 hours per week, 3 S. H. Credit.

This course lays stress upon the adjustments which the various groups of people in Latin America have made to the natural environment, and recognizes racial influences. Investigation of the potential wealth of each country and the possible readjustments that may be made to bring about a realization of that wealth, form the core of the work. Emphasis is given to the mutual benefits to be derived from amicable relations between the United States and the countries of Latin America.

V. Geography of European Countries 3 hours per week, 3 S. H. Credit

This course is a study of the economic, social, and political development and expansion of European peoples as influenced by the location and size of Europe, its natural regions, its surface and climatic conditions, and its natural resources. It includes a consideration of those regions of the world under the control of European peoples. The utilization of this material for teaching purposes is constantly emphasized.

VI. Economic Geography. 3 hours per week. 3 S. H. Credit.

Economic Geography: "The purpose of economic geography is to investigate for the various regions of the earth the relation between economic life and the natural environment. Such an understanding is essential if wise use is to be made of the natural possibilities of any given area." This course endeavors to establish fundamental principles of economic geography.

VII. Geography of the Pacific Realm. 3 hours per week, 3 S. H. Credit.

International problems in the Orient during recent years have made prominent the need for geographic knowledge of that region of the earth. This course will deal chiefly with Asia, Australia, and Pacific Islands. Reference will be made to other parts of the earth when they are needed to interpret adjustments in the Asia-Australian area. While present-day relationships between man and the natural environment will dominate the study, geographic adjustments of the past, so far as they aid in the interpretation of the present, will receive attention.

VIII. Geography of the Western Hemisphere. 3 hours per week, 3 S. H. Credit.

This is the second of the courses in geography required in each of the four-year curricula for kindergarten-primary, intermediate, and rural education. The organization of the geography work in the elementary school will be discussed and units of work for intensive development will be selected. These units will be taken from the geography of both North America and South America. Emphasis will be placed upon (1) the major learning products of each unit and, (2) the technique in securing those products.

IX. Geography of the Eastern Hemisphere. 3 hours per week, 3 S. H. Credit.

This course follows "Geography of the New World" in the four-year curriculum in both intermediate and rural education. It will deal with Europe, Asia, Africa, and Australia in a way similar to that described for the course in Geography of the New World.

SOCIAL STUDIES

I. Early European History. 3 hours per week, 3 S. H. Credit.

This course and the one immediately following are to provide the prospective teacher with a European background for satisfactory teaching of the history of the United States in the junior high school. Every effort is made to concentrate upon the significance of the fact that our inheritance is European in origin. This course is a prerequisite to the course in modern and contemporary European history for students of Group IV who major in social studies.

II. Modern European History. 3 hours per week, 3 S. H. Credit.

The period covered by this course is from the Congress of Vienna, 1815, until the present time. Emphasis is laid upon those events and conditions that mirror the development of European peoples and their institutions during the past century, as it is believed that perspective alone enables the future teacher thoroughly to interpret the present.

III. American History to 1865. 3 hours per week, 3 S. H. Credit.

This course is mainly narrative, emphasizing those features which are generally regarded as most important and going into details and related facts extensively. Its purpose is to broaden the resources of prospective teachers of American History, and to supply a foundation for intensive study of special periods of American development.

IV. Social and Industrial History of the U. S. 3 hours per week, 3 S. H. Credit.

The organization and development of our economic and social structure from Colonial times to the present. The advance of the frontier; the social and industrial development of the West and its effect upon our national life. Social and economic trends since the Civil War as a basis of present day social and economic problems.

V. Economics. 3 hours per week, 3 S. H. Credit.

An examination of the fundamental principles of Economics. Special emphasis upon the organization of industry, production, consumption, exchange and distribution. Application of principles to current economic problems.

VI. History of Latin America. 3 hours per week, 3 S. H. Credit.

A survey of the history, government, and economic development of the twenty Latin republics south of the United States.. Special attention is placed upon the period since independence has been achieved. Recent economic developments in the fields of transportation trade, and commerce are stressed, as a basis for understanding present and future economic relations with these republics.

VII Teaching of Social Studies, (Group IV). 3 hours per week, 3 S. H. Credit.

This course is designed to acquaint the student with the methods, aims, and objectives of the Social Studies in the Junior-Senior High School. Content material of the Social Studies is introduced only as a means of illustrating these methods and objectives. The course also aims to develop a civic consciousness in the prospective teacher.

VIII. Political Science, 3 hours per week, 3 S. H. Credit.

This course is given in the last year of the four-year course to prospective teachers in the social studies field, who have had preliminary courses in American History, European History, and American Government. The work aims to give a view of political development and organization of contemporary governments; to state and analyze political theory underlying political trends and practices in local states, and national governments; and to indicate modern trends in international relationships.

IX. Origin of Social Institutions.

An advanced course in Sociology primarily for students majoring in social studies. Every phase of institutional life is studied from its origin to the present with the idea of developing critical thinking on all problems involving social contacts.

MATHEMATICS**I. Mathematical Analysis I. 3 hours per week, 3 S. H. Credit.**

This is a practical course in the study of the graph and its application to analytic geometry.

II. Mathematical Analysis II. 3 hours per week, 3 S. H. Credit.

This course takes up the practical applications of calculus and trigonometry.

III. Mathematical Analysis III. 3 hours per week, 3 S. H. Credit.

This course goes into more difficult problems of calculus, trigonometry, analytic geometry and higher equations.

IV. Teaching of Junior High Mathematics. 3 hours per week, 3 S. H. Credit.

This course is devoted particularly to the careful setting up of the separate mathematical topics that are to be studied in the junior high school grades and the development of procedures for teaching the same. The giving, scoring, and diagnostic use of standard tests is emphasized. The particular difficulties encountered in these grades and remedial teaching for each difficulty are stressed.

V. Teaching of Algebra and Plane Geometry. 3 hours per week, 3 S. H. Credit.

This course includes the aims of algebra teaching; principles underlying the selection of subject matter and the sequence of topics; modern tests for measuring progress and skill; recent investigations of teaching practice. It takes up the introduction to geometry; intuitive geometry; geometric drawings; types of geometric reasoning; systematic methods of attacking exercises; modern tendencies in the teaching of geometry; tests for measuring the extent of geometric mastery.

VI. Analytic Geometry (or) Calculus. 3 hours per week, 3 S. H. Credit.

The group will decide which of these subjects it wishes to study.

VII. The Mathematics of Secondary Schools. 3 hours per week, 3 S. H. Credit.

This course is designed to correlate with the practice teaching of mathematics. It deals with historical development of the subject and its place in the course of study today. It is a study of the general procedures in teaching secondary mathematics as well as a study of the problems that occur in the teaching of specific topics, concepts and principles of mathematics.

VIII. College Algebra. 3 hours per week, 3 S. H. Credit.

This course consists of a complete review of elementary algebra followed by a study of quadratic equations, inequalities, variation, binomial theorem, determinants, complex numbers. and theory of equations.

DEPARTMENT OF COMMERCE

PURPOSE

The State Department of Public Instruction has designated the State Teachers College, Bloomsburg, Pennsylvania, as one of the institutions in which the high school commercial teachers of the Commonwealth may be trained. The Bachelor of Science in Education degree is conferred on the completion of the Business Education Curriculum authorized by the State Council of Education. This curriculum is shown in detail in this catalogue.

Graduates of this Curriculum are fully certified to supervise or teach commercial subjects in the secondary schools of Pennsylvania. This curriculum is so broad that it not only prepares students to teach but also gives them the choice of several business vocations. The training provided adequate preparation in business knowledge and skills as well as teaching theory and practice.

ENTRANCE REQUIREMENTS

This curriculum has proved so popular since it was organized in 1930 it is necessary to limit the number of entering students. All persons who expect to enroll as Freshmen should make their reservations early in the year. The best prepared high school students are accepted. This does not mean that new students must have had commercial work in high school or business college. Many students who have not had previous commercial training complete Commercial Teacher Training work successfully.

Prospective students are urged to come to the College and meet the members of our faculty. Come and see what the Department of Commerce has to offer you in the training of teachers of commercial subjects in the Commonwealth of Pennsylvania.

As this curriculum is of collegiate grade, advanced standing is not granted for work completed in secondary schools, business colleges, or unaccredited business schools.

ADVANCED STANDING

Entrants who have earned previous college credits should submit a transcript of such work before they enroll. If advanced standing for work completed in other institutions is expected, credit transcripts should accompany the application for enrollment. Advanced standing will be granted for work completed in other institutions of college grade, when, in the judgment of the Director, such courses seem to be equivalent to subjects contained in the Business Education Curriculum.

If a tentative evaluation of completed college work is desired, a transcript showing the name of the course, the grade, and the credit hours should be forwarded to the Director of the Department of Commerce. This evaluation may precede the enrollment of the student.

CERTIFICATION INFORMATION

The object of this course is to prepare commercial teachers for the public schools of Pennsylvania. In accordance with the regulations of the State Council of Education, approved December 7, 1929, high school graduates who propose to prepare for teaching commercial subjects must take a four-year Teacher Training course (or the equivalent) approved by the Department of Public Instruction.

"(1). After September 1, 1931, no temporary standard certificate will be issued or validated for the secondary field except where three years of approved post-high school preparation shall have been completed. Observation, participation, and practice teaching of not fewer than six semester hours or its equivalent must be a part of the required preparation;

"(2). After September 1, 1932, the temporary standard certificate will be issued or validated for the secondary field only upon completion of four years of approved post high school preparation."

Bulletin No. 2, Certification of Teachers
Regulations of State Council of Education.

EQUIPMENT

Business skills and practice cannot be learned wholly from books. The Department of Commerce is well equipped with the most modern office machines and devices. All desks, tables, chairs, files and other business equipment are new. Students learn to operate standard and noiseless typewriters, addressographs, adding machines, posting and bookkeeping machines, calculating machines, mimeoscopes, mimeographs, and dictaphones. By operating these machines, students acquire a well-rounded knowledge of the mechanics of business which is invaluable in teaching.

OFFICE PRACTICE AND BUSINESS EXPERIENCE

A student completing this curriculum has had an opportunity to spend one and one-half years in office practice courses. In these three courses in office practice, a student acts as an actual business worker in four different offices where he is held responsible for the same vocational efficiency as the regularly employed office workers. This actual experience is supplemented by class instruction covering the following: Office skills and phases of business knowledge; alphabetic, geographic, and numeric filing with actual practice; dictation and transcription at high rates of speed; the cutting of stencils, and the operation of the mimeograph machine; the making of stencils with the mimeoscope; the preparation of copy and duplication on the ditto machine; the complete operation of the dictaphone, advanced work in business papers; the operation of the Burroughs posting machine and Underwood bookkeeping machine; the operation of adding machines and calculators.

The courses in office practice are not textbook courses, but rep-

resent the actual carrying out of business transactions. While there is no substitute for business experience, we feel that such actual experience as provided in connection with the above outlined work in office practice materially aids the teacher of commercial subjects when he attacks classroom problems.

STUDENT TEACHING

In order that senior students may have an opportunity to observe and teach in actual class rooms, the Commercial Departments of five high schools are used. In addition to the Commercial Department of the Bloomsburg High School, and the Danville High School, three high schools located in Williamsport, Pennsylvania, now serve as student teaching centers for Commercial students. Of these three high schools, two of them are Junior High Schools, and the third a Senior High School. The three high schools used in Williamsport, Pennsylvania, are: The Senior High School, Andrew Curtin Junior High School, and Theodore Roosevelt Junior High School. In the five high schools cooperating with the college for student teaching purposes there are six regular teachers whose purpose it is to help the training of students.

In addition to the six cooperating teachers a supervisor, a member of the faculty of the College Department of Commerce, visits these schools weekly for the purpose of supervision and conferences with student teachers.

Apprenticeship teaching means observation of regular employed teachers, planning the courses, units of work, and lessons, and finally the actual participation of the student as a teacher who is in charge of a classroom. Since the amount of student teaching is more than twice that required by the state for certification, we feel that this apprenticeship period under the conditions which we have set up goes a long way toward giving our graduates experience in actual school situations before they are ready to become regular teachers in the public school system of the State of Pennsylvania.

SELECTING A COLLEGE

Anyone thinking of becoming a commercial teacher should write the Department of Public Instruction, Harrisburg, Pennsylvania, to ascertain the standing of the institution he contemplates entering. The character of college work offered, the ability to properly certify graduates, and the success of graduates should be considered in the choice of a college.

OPPORTUNITIES FOR GRADUATES

There is a great demand in Pennsylvania at the present time for properly trained, degree-holding commercial teachers. With the changing certification requirements, properly trained commercial teachers will find their way into positions as supervisors and heads of commercial departments in the various secondary schools. Ninety

percent of the graduates of the Business Education Curriculum are teaching at the present time.

Until recent years, little commercial work was offered in the junior high schools. In connection with the exploratory and vocational guidance work carried on in the junior high schools, courses in Junior Business Training and other similar courses have been rapidly growing in favor. As a result, properly trained teachers are in demand.

The demand for commercial teachers may easily be accounted for by figures from public and private sources which show that one third of the high school students are pursuing commercial courses. Judging from the steady growth of the last five years, it would seem that the demand for degree-trained teachers in the commercial field will continue. Undoubtedly there will be a steady change in methods, skills and techniques used in teaching. The State Teachers College may well be expected to do pioneer work in progressive commercial education.

TEACHER PLACEMENT

The Department of Commerce acts as a clearing house for employment purposes. Our graduates are placed without charge through the cooperation of the Placement Service of the Department of Public Instruction and the Placement Service of our own college. The Department of Commerce likewise takes a special interest in securing positions for its graduates. Teachers-in-service are enabled in many instances to secure better positions with the help of these various agencies for placement. Out of a graduating class of thirty-one students in 1934, twenty-eight are employed at the present time.

SUMMER SESSION

A Summer Session of six weeks is conducted to meet the needs of the following groups of students:

1. Fully certified experienced teachers who desire to become better teachers through a study of the most recent methods and subject matter of commercial education.

2. Commercial teachers who wish to secure higher certification.

3. Teachers who wish to continue their training for the degree of B. S. in Education.

4. Those teachers in training who wish to shorten the time necessary to complete the four-year course.

During the Summer Session courses are offered in the most modern commercial teaching theory, methods, and subject matter. Those interested in the Summer Session should write for a descriptive bulletin.

APPLICATION FOR ENROLLMENT

High school students interested in commercial teacher training should fill out and mail the Preliminary Enrollment Blank, which

will be found in the back of the catalog. Upon the receipt of this blank, a copy of the official Admission Application Blank will be forwarded to the student. To complete the enrollment the student must fill out the blank and file it with the Dean of Instruction.

If the applicant wishes a room reserved, he must pay a registration deposit of \$10.00. Checks and Post Office Orders should be drawn to the order of the Commonwealth of Pennsylvania. Post Office Orders must be drawn on the Post Office at Harrisburg, Pa.

For more specific information concerning the Department of Commerce, write H. A. Andruss, Director, Department of Commerce, State Teachers College, Bloomsburg, Pennsylvania.

BUSINESS EDUCATION CURRICULUM

(B. S. in Education)

First Semester

	Class Hrs.	Credit Hrs.
Introduction to Business Teaching -----	3	3
English Activities -----	3	3
Commercial Geography I -----	3	3
English I -----	3	3
Business Writing -----	3	1
Business Mathematics I -----	3	1
Typewriting I -----	3	1
Physical Education -----	3	1
	24	16

Second Semester

Bookkeeping and Accounting I -----	5	3
English II -----	3	3
Commercial Geography II -----	3	3
Business Mathematics II -----	3	3
Shorthand I -----	5	3
Typewriting II -----	3	1
Physical Education II -----	3	1
	25	17

Third Semester

Bookkeeping and Accounting II -----	5	3
Literature I -----	3	3
Business Organization and Finance -----	3	3
Business Mathematics III with Statistics -----	3	3
Shorthand II -----	5	3
Typewriting III -----	5	2
	24	17

Fourth Semester

Bookkeeping and Accounting III -----	3	3
Business Correspondence -----	3	2
Science I Biology -----	4	3
Business Law I -----	3	3
Shorthand Applications -----	5	3
Typewriting Applications -----	5	2
	23	16

Fifth Semester

Bookkeeping and Accounting IV -----	3	3
Salesmanship -----	3	3
Psychology I -----	3	3
Business Law II -----	3	3
History of Civilization -----	3	3
Stenographic Office Practice -----	5	2
	<u>20</u>	<u>17</u>

Sixth Semester

Methods of Teaching Commercial Courses -----	3	3
Junior High School Commercial Courses -----	3	3
Tests and Measurements in Commercial Subjects -----	3	3
Economics I -----	3	3
Secretarial Practice (or elective) -----	5	2
	<u>17</u>	<u>14</u>

Seventh Semester

History and Philosophy of Education -----	4	4
American Government -----	3	3
Economics II -----	3	3
Educational Sociology -----	3	3
Clerical Practice and Machines (or elective) -----	5	2
	<u>18</u>	<u>15</u>

Eighth Semester

Student Teaching, Observation and Conference -----	21	14
Techniques of Teaching -----	2	2
	<u>23</u>	<u>16</u>

Total Credits for Graduation, Degree and College Certificate ----- 128

Note: The Methods of Teaching Commercial Courses include the techniques of teaching Bookkeeping, Shorthand and Typewriting. The Teaching of Junior Business Training is included in Junior High School Commercial Courses.

DEPARTMENT OF MUSIC

Superior advantages are offered to those seeking a general education in music. Instruction is given by capable teachers of broad and successful experience.

The Department of Music affords for those who have studied music in various phases, the opportunity of continuing their study under efficient instructors. The teaching is not formal and standardized, but attempts to bring out the individuality of the student.

Music today is such an important factor in the development of the child that all teachers should at least understand the fundamentals of the art. Special attention is given to beginners. The result of establishing correct fundamental principles is steady satisfactory growth development.

Courses are offered in Piano, Violin, Voice, Theory, Solfege. All students are offered the advantages of ensemble playing.

For students whose gifts and abilities warrant their studying and deciding on music as a profession, there are comprehensive Artists' and Teachers' Courses.

The courses are planned to cover three or four years of study and students entering them must have had preparatory training sufficient to enable them to meet intermediate grade requirements.

Statements of proficiency are issued upon satisfactory completion of the requirements.

EXPENSE FOR MUSIC STUDENTS

Individual instruction in Piano, Voice or Violin, \$18.00 per semester for one-half hour lesson per week; \$36.00 for two half-hour lessons per week.

Individual instruction in Harmony or Analysis, \$18.00 per semester for one-half hour lesson per week; \$36.00 for two half-hour lessons per week.

Use of piano for practice (one period daily) \$4.00 per semester.

All payments must be made by the half-semester in advance before students will be allowed to register.

Students taking less than the work of a semester will be charged at the lesson rate of \$1.50.

No rebate will be made on account of lessons missed by students.

LIST OF STUDENTS

FOUR-YEAR COURSE LEADING TO B. S. IN EDUCATION

SENIORS

Secondary Field

Beck, John T., Harrisburg
 Blackburn, Charles E., Wanamie
 Buggy, Walter B., Shamokin
 Creasy, Edwin R., Bloomsburg
 Davis, Thomas F., Ringtown
 DeMott, Howard E., Bloomsburg
 Deppe, Mildred E., Berwick
 Ficca, Sylvester C., Atlas
 Fiorini, Madeline D., Espy
 Ford, Mildred M., Bloomsburg
 Foust, David W., Washingtonville
 Foust, Lauretta M., Watsonstown
 Gilmore, A., Euphemia, Bloomsburg
 Golder, Rosebud, Berwick
 Hartman, Helen A., Rohrsburg
 Hayes, Albert A., Berwick
 Hiney, Walter G., Berwick
 Hochberg, Charlotte A., Hazleton
 Howell, Thomas J., Nanticoke
 Hower, Donald C., Bloomsburg
 Kelly, Rostand D., Bloomsburg
 Kitch, Clyde C., Columbia
 Krauss, Sam, Bloomsburg
 Line, Ernest E., Alden Station
 McGrew, John J., Mahanoy Plane
 McKechnie, Elmer J., Berwick
 Makowski, Albert A., Glen Lyon
 Marchetti, Florence E., Kulpmont
 Maust, Ruth E., Bloomsburg
 Mendenhall, Unora B., Benton
 Mensch, Catherine A., Catawissa
 Mericle, Veda K., Bloomsburg
 Merrill, Helen H., Lightstreet
 Mordan, Velma M., Orangeville
 Morgan, Forrest R., Trevorton
 Myers, Naomi M., Pittston

Novak, Bruno A., Scranton
 O'Brien, Harold J., Locust Gap
 Pennica, Camille K., Elizabeth, N. J.
 Prokopchak Michael, Dallas
 Quigley, Anne M., Mt. Carmel
 Radomski, John P., Wilkes-Barre
 Robinholt, Flora A., Bloomsburg
 Row, Elizabeth, Bloomsburg
 Shakofski, Anthony J., Swoyerville
 Thomas, Charles Glenn, Danville
 VanSickle, George W., Catawissa
 Visotski, Joseph F., Excelsior
 Washeleski, Walter, Simpson
 Wojcik, Marvin G., Forest City
 Wolfson, Gerald J., Scranton
 Yeager, John H., Hazleton
 Zubris, Frank S., Sheatown

Elementary Field

Primary

Baer, Pearl L., Shickshinny
 Buckalew, Lillian B., Bloomsburg
 Culp, Helen I., Wilkes-Barre
 Meixell, Fae, Espy
 Schell, Laura Burger, Bloomsburg

Intermediate

Berninger, Dorothy R., Mifflinville
 Bowman, Genevieve P., Bloomsburg
 Boyle, Grace C., Sunbury
 Bray, Helen, Hazleton
 Bredbenner, Thelma A., Bloomsburg
 Long, Erla G., Briar Creek
 Miller, Lucille C., Mifflinville
 Rough, Isabell, Berwick
 Smith, Jean E., Berwick
 Steinhart, Hannah M., Bloomsburg
 Styer, Harriet A., Bloomsburg

JUNIORS

Secondary Field

Banks, Elimra A., Bloomsburg
 Bevilacqua, Howard P., Berwick
 Bianco, Peter, Glen Lyon
 Brown, Violet V., Carlisle
 Chalfant, Elizabeth M., Scranton
 Cohen, Sam, Plymouth
 Derr, LaRue C., Bloomsburg
 Dixon, Joseph L., Hazleton
 Dry, Bennett C., Mifflinville
 Green, Samuel, Berwick
 Guyer, Lillian M., Chester
 Hyde, Harold H., Bloomsburg
 John, Kathryn B., Bloomsburg
 Jones, Daniel J., Nescopeck
 Jones, Verna E., Centralia
 Kafchinski, Bernard J., Scranton
 Kessler, George E., Locust Dale
 Kline, Gilbert, Catawissa

Lau, Ernest V., Bloomsburg
 Litwhiler, Woodrow W., Ringtown
 McCracken, Ralph A., Riverside
 Mericle, Mervin W., Bloomsburg
 Merrill, Kenneth C., Bloomsburg
 Michael, Charles P., Delano
 Morawski, Verna, Hazleton
 Morgan, William L., Wanamie
 Nash, Anne B., Wilkes-Barre
 Nevil, Leota, Bloomsburg
 Nichols, Janice L., Berwick
 Phillips, Edward R., Wanamie
 Piatkowski, Florence J., Forest City
 Riggs, Frances I., Bloomsburg
 Rishel, Helen D., Danville
 Rokosz, Charles W., Hunlock Creek
 Rompalo, Frank A., Cumbola
 Rowland, Robert J., Connerton
 Savage, Robert W., Catawissa
 Thomas, Marjorie A., Nanticoke

Turnow, William F., Wyoming
VanAuker, Kathryn M., Hazleton
Wagner, Ruth E., Hazleton
Webber, Jessie M., Scranton
Wojcik, Frank P., Forest City
Young, Bernard J., Berwick

Elementary Field Primary

Brobst, Kathryn E., Bloomsburg
Gordon, Mabel S., Sunbury
Johnson, Dorothy K., Bloomsburg
MacAlister, Erdean M., Bloomsburg
Magill, Ruth E., Danville
Northup, Anna I., Clark's Summit
Pooley, Vernice, Danville
Shannon, Louise E., Benton

Shuman, Sara M., Bloomsburg
Wagner, Edna M., Bloomsburg
Yale, Kathryn E., Slatington

Intermediate

Beck, Rachel D., Sunbury
Boyer, Gladys R., Pillow
Campbell, Evelyn B., Bloomsburg
Eisenhauser, Beatrice M., Piffllinville
Fink, Mary Jane, Conyngham
Fries, Evelyn R., Scranton
Phillips, Jean A., Scranton
Rinard, Gladys M., Catawissa
Willis, Mae H., Bloomsburg

Bural

Auten, Mildred E., Mooresburg

SOPHOMORES

Secondary Field

Andreas, John L., Bloomsburg
Berger, S. Maria, Bloomsburg
Betterly, Georgiana T., Scranton
Blass, Lamar K., Aristes
Bond, Ethel M., Shickshinny
Brinton, Ina D., Bloomsburg
Brown, Glenn C., Bloomsburg
Camera, Frank A., Hazleton
Corle, Beatrice E., Ransom
Davis, Marie C., Wilkes-Barre
DeFrank, Philip J., Kelayres
Deily, G. Edward, Bloomsburg
Dixon, Leon R., Hazleton
Foust, Marie E., Milton
Gering, John R., Bloomsburg
Goodman, Robert R., Bloomsburg
Hess, Dorothy L., Bloomsburg
Hunter, Earl T., Ashland
Kershner, Earl O., Berwick
Lapinski, Alvin S., West Hazleton
Luchs, Clyde R., Bloomsburg
Magee, Josephine M., Jermyn
Manhart, Jane G., Berwick
Marks, James L., Catawissa
Moleski, Walter E., Ranshaw
Palsgrove, Mary E., Schuylkill Haven
Peck, Luther A., Old Forge
Pursel, Jay H., Bloomsburg
Radcliffe, Ruth E., Bloomsburg
Schrope, Ray G., Tower City
Smethers, Ruth R., Berwick
Stevens, Muriel R., Berwick
Supchinsky, John B., Edwardsville
Thomas, Beatrice H., Berwick
Trembley, Mary A., Bloomsburg
Vershinski, Thomas E., Mt. Carmel
Watts, D. Albert, Millville

Elementary Field Primary

Apichell, Ann A., Kulpmont
Boran, Agnes T., Shenandoah
Boran, Elizabeth R., Shenandoah
Chelosky, Dorothy A., Plymouth
Conner, Mary G., Benton
Deater, Evelyn L., Laketon

Doyle, Kathryn, Kulpmont
Fawcett, Anne J., Berwick
Haley, Genevieve M., Girardville
Hartung, Elfrieda M., Tamaqua
Hazel, Ruth M., Dallas
Howell, Arvilla, Nanticoke
Justin, Edith D., Scranton
Krieger, Dorothy E., Mahanoy City
McGeehan, Betty G., Hazleton
McWilliams, Marian L., Danville
Masley, Helen, Kelayres
Melchiori, Alma M., Mt. Carmel
Oplinger, Thelma C., Bloomsburg
Payne, Iris M., Dallas
Persing, Helen E., Elysburg
Plotts, Helen T., Turbotville
Reese, Jean B., Berwick
Rich, Lucille M., Kulpmont
Seesholtz, Helen B., Bloomsburg
Shearn, Aileen E., Northumberland
Sheridan, Catherine D., Girardville
Smith, Helen R., Wapwallopen
Smith, Irene J., Forest City
Toreson, Genevieve G., Harwood
Weikel, Mae E., Milton
Wesley, Ann, Kulpmont
White, Marqueen V., Berwick
Williams, Isabel, Edwardsville

Intermediate

Ammerman, Helen E., Shamokin
Bertoldi, Louis R., Weston
Carduff, Mary M., Connetton
Champi, Bernard A., Moconauga
Concannon, Joe P., Shamokin
Cornely, John C., Nanty-Glo
Court, Hannah, Edwardsville
Derr, Hazel P., Hughesville
Dilliplane, Thelma R., Shamokin
Ditty, Pauline H., Trevorton
Dormer, Bernard J., Shamokin
Dressler, Charles R., Shamokin
Ermish, Dorothy L., Berwick
Evancho, Joseph J., Ebervale
Fox, Myrtle B., Scranton
Galganowicz, Bernard A., Edwardsville

Gara, Thomas L., Shamokin
 Gawat, Mary T., Plymouth
 Hosler, Eudora W., Berwick
 Keil, Carl Otto, Hudson
 Kramer, Nellie A., Duryea
 Kreischer, Armina M., Berwick
 Lichtel, Leslie W., Shamokin
 McHugh, Mary M., Locust Gap
 McManimen, Claire P., Mt. Carmel
 Magill, Margaret J., Sugarloaf
 Mitchel, Rosemary A., Pittston
 Morris, Eleanor M., Taylor
 Pakutka, Agnes A., Duryea
 Pietruszak, William, Mocanaqua
 Race, Ethel E., Tunkhannock
 Reimensnyder, Edythe A., Milton
 Schoppy, Carmelita C., Locust Gap
 Seiler, Mary C., Shamokin
 Sharpe, June F., St. Johns
 Thomas, Rosetta F., Taylor
 Tighe, Dorothy E., Pittston
 Tilmont, John J., Locust Dale
 Wilson, Gertrude E., Drums
 Zeiss, William E., Ransom

Bural

Dennen, Honora M., Exchange
 Eckrote, Bernice M., Conyngham
 Herb, Edna B., Pitman
 Hess, Martin J., Shickshinny
 Keener, Kathryn M., Strawberry Ridge
 Koppenhaver, Talma S., Elizabethtown
 Koppenhaver, Winifred E., Elizabethtown
 Kundra, Peter P., Eckley
 LeVan, Daisy J., Catawissa
 McMichael, Dorothy I., Stillwater
 Mensch, Mabel I., Catawissa
 Miller, Pearl A., Berrysburg
 Phillips, Harry A., Urban
 Rarig, Kathryn E., Catawissa
 Rhodes, Ruth I., Catawissa
 Rovenolt, Lewis W., Watsontown
 Rowlands, Sam S., Bloomingdale
 Steinruck, Alma A., Bloomsburg
 Stine, Eva M., Paxinos
 Wagner, LaRue Kathryn, Numidia
 Williams, Virginia, Catawissa
 Wolfe, Marion E., Fairmount Springs

FRESHMEN**Secondary Field**

Andrews, Joycelyn M., Sonestown
 Antonelli, Angeline E., Sheppton
 Beaver, Byron L., Aristes
 Beaver, Marjorie H., Danville
 Bell, Bruce A., Danville
 Brainard, Alberta H., Susquehanna
 Conway, Sylvia M., Shamokin
 Creasy, Margaret A., Bloomsburg
 Davison, Thomas A., Wilkes-Barre
 Dreese, Martha B., Middleburg
 Edgar, Dorothy L., Stillwater
 Enterline, Mary S., Turbotville
 Fallon, Rosemary, Danville
 Fetterman, Aerio M., Catawissa
 Finder, Alphonse E., Shamokin
 Fiorini, John E., Espy
 Follmer, Vera E., Bloomsburg
 Foust, Thomas W., Danville
 Graham, Margaret G., Bloomsburg
 Grosek, Anne J., Plains
 Hill, Walton B., Shamokin
 James, Charles P., Danville
 Kase, James A., Danville
 Kovaleski, John D., Glen Lyon
 Krapf, Charles E., Lehigh
 Leiby, Ruth E., Danville
 Litwhiler, Daniel W., Ringtown
 Livsey, Carrie M., Bloomsburg
 Lobach, John H., Danville
 Lockhard, Jane L., Berwick
 McCutchen, Frederic M., Shamokin
 Mader, Joseph Ard, Danville
 Matthews, Edward M., Hazleton
 Miller, Thomas A., Rohrsburg
 Oplinger, Kathleen M., Bloomsburg
 Payne, Herbert E., Shamokin
 Pesansky, Helen, Sheppton
 Philo, Leonard E., Edwardsville

Potter, Margaret F., Bloomsburg
 Purcell, Francis D., Frackville
 Quigley, Mary T., Shenandoah
 Reed, Audree, Uniontown
 Riley, John E., Danville
 Rosenblatt, Minette, Hazleton
 Ruckle, Irving, Wanamie
 Sharadin, Eleanor L., Danville
 Sharp, George T., Ashland
 Sidler, Dorothy E., Danville
 Sircovicz, John, Berwick
 Singer, Ben, Hazleton
 Smith, Margaret M., Sterling
 Snyder, Walter L., Danville
 Strahosky, Andrew, Excelsior
 Tannery, William W., Berwick
 Thomas, William, Scranton
 Troxel, Jay, Winfield
 Walukiewicz, Regina A., Shenandoah
 Withka, Walter D., Simpson
 Zalewski, Joseph E., Kulpmont
 Ziller, Arthur L., Nuremberg
 Ziolkowski, Henry, West Hazleton
 Zola, Stasia, Hazleton

Elementary Field

Apicell, Eleanor J. B., Kulpmont
 App, Elizabeth M., Selinsgrove
 Bailone, Caroline, Atlas
 Beltz, Beulah M., Catawissa
 Bingman, Eleanor W., Beavertown
 Bonenberger, Laura A., Barnesville
 Bott, Rose E., Nuremberg
 Breitenbach, Virginia C., Catawissa
 Brugger, Julia E., Tomhicken
 Bush, Catherine L., Ashland
 Carlisle, Elizabeth, B., Nanty-Glo
 Cooper, Marian M., Danville
 Curry, Anne G., McAdoo

Davies, Elizabeth O., Edwardsville
 Davies, Ruth I., Luzerne
 Davis, Janet E., Carbondale
 Dell, Dorothea E., Mapleton Depot
 Diehl, E. Christine, Northumberland
 Ditty, William Wayne, Trevorton
 Ditzler, Ruth A., Ringtown
 Dixon, Helen A., West Hazleton
 Dominick, Josephine V., Plainsville
 Dunn, Elizabeth O., Jermyn
 Durkin, Catherine M., Ashland
 Dushanko, Stephen, Freeland
 Ehret, Elva E., Mt. Carmel
 Evans, Martha H., Shamokin
 Evans, Mary C., Scranton
 Falck, Norman O., Greenbrier
 Falcone, Fortunato, Lattimer Mines
 Feinour, Elizabeth M., Millville
 Fekula, Olga H., Frackville
 Fester, Freda Pearl, Bloomsburg
 Fleming, Audrie M., Sunbury
 Freas, Iris E., Mooresburg
 Gearhart, Blanche S., Ringtown
 Gessner, Ruth K., Leck Kill
 Gonshor, Michael L., Alden
 Harmon, Wainwright, Shenandoah
 Harrity, Evelyn E., Scranton
 Hayes, Wilhelmina I., Parsons
 Hepner, Miriam L., Herndon
 Hess V. Eleanor, Sunbury
 Hummel, Cleo M., Millville
 Johnson, Eleanor M., Centralia
 Kirchman, Beatrice M., Strawberry Ridge
 Kleese, LaRue, Natalie
 Kordish, Frances C., McAdoo Heights
 Krick, Martha J., Milton
 Lindeman, Louise M., Milnesville
 Lockhoff, Donna R., Bloomsburg
 Lorah, Mary A., Forksville
 McBride, Bernice C., Bloomsburg
 McCord, Catherine E., Plymouth
 McDade, Donald M., Wilkes-Barre
 Marshalek, Michael J., Keiser
 Merrix, Mary H., Throop
 Morgan, Sue D., Edwardsville
 Neibauer, George J., Shamokin
 North, William F., Wilkes-Barre
 Olshefsky, Eleanor T., Mt. Carmel
 Palmatier, Earl L., Shickshinny
 Patterson, Jenna M., Orangeville
 Phillips, Edith E., Taylor
 Pinamonti, Agnes D., Kulpmont
 Pizzoli, Mary D., Atlas
 Plevyak, Joseph M., Carbondale
 Powell, Audrey E., Taylor
 Reynolds, Helen L., Trucksville
 Rhodes, Margaret E., Catawissa
 Sandel, John S., Winfield
 Santarelli, Anita T., Luzerne
 Shank, Helen W., Ringtown
 Snook, Florence E., Middleburg
 Stevens, Thelma L., Moscow
 Sudimak, Marian, Luzerne
 Sudow, Joseph J., Edwardsville
 Tamalis, George R., Edwardsville
 Templin, Grace E., Pottsville
 Tighe, Catherine E., Centralia
 Troutman, Luther, Trevorton
 Troy, Rowena V., Mifflinville
 Tuloshetzki, Clara B., Berwick
 Vought, Lucinda K., Numidia
 Wagner, Mary C., Turbotville
 Wark, Arthur K., Berwick
 Wary, Jessie R., Helfenstein
 Weaver, Helen E., Bloomsburg
 Williams, Rachel N., Edwardsville
 Welliver, Grace M., Tomhicken
 Welliver, Robert A., Tomhicken
 Wolfe, Evan L., Edwardsville
 Zalonis, Adolph M., Edwardsville
 Zeigler, Josephine C., Herndon

COMMERCIAL CURRICULUM

Seniors

Anderson, Ellen C., Reading
 Brewington, Woodrow G., Benton
 Butler, John J., Dunmore
 Conte, Anthony E., Elizabeth, N. J.
 Deppen, John S., Trevorton
 Fauth, Howard E., Red Lion
 Flanagan, Ruth R., Plymouth
 Frederick, Leila I., Milton
 Frey, Helen I., Pennsburg
 Gilchrist, Lucille M., Lake Como
 Gress, John J., Tower City
 Harter, Gerald C., Bloomsburg
 Heimbach, Stanley P., East Greenville
 Henrie, Harold C., Berwick
 Hollenbaugh, Mildred M., Penbrook
 James, Elvira J., Frackville
 Kitchener, Rosina, Plymouth
 LaBrutto, Santina F., Elizabeth, N. J.
 Moyer, Erma M., Lewisburg
 Oxford, Mabel, Bangor
 Pfeiffer, Adeline M., Montgomery
 Reed, William I., Shamokin

Ruckle, Donald A., Bloomsburg
 Sallitt, Daniel C., Wilkes-Barre
 Sell, Francis D., Littlestown
 Slater, Clarence S., Wilkes-Barre
 Smack, Loretta, York
 Utz, John W., Williamsport
 Vanderslice, Clara C., Bloomsburg
 Yeany, Louise C., Bloomsburg

Juniors

Abbott, Robert D., Rupert
 Dermody, Gertrude E., Scranton
 Earp, Thelma L., Northumberland
 Foster, Dorothy L., Allentown
 Frantz, Mary A., Lancaster
 Harter, Betty, Nescopeck
 Heckman, Phyllis, Nuremberg
 Karshner, William A., Bloomsburg
 Kirticklis, Matilda M., Tamaqua
 Kudgus, Alexander P., Forest City
 Kuhn, Mary C., Tuscarora
 Latorre, Helen F., Atlas
 Marcinkavicz, Stanley A., Ranshaw

Mayer, Alfred David, Laketon
Schubert, Margaret E., Laureldale
Thornton, Andrew, Simpson
Vinsky, Francis V., Simpson
Waite, Howard O., Hazleton
Yurgel, John, Wilkes-Barre

Sophomores

Babb, Amanda I., Summit Station
Bartish, Joseph W., Wilkes-Barre
Border, Harold L., Berwick
Brennan, Gladys M., Sunbury
Brown, Edward J., Bloomsburg
Clemens, Randall F., Berwick
Ebert, Anna S., Fleetwood
Garvey, Edward P., Dunmore
Gehrig, Earl A., Danville
Grosek, Mary R., Plains
Hower, Dorothy E., Espy
Hower, Luther P., Espy
Kupstas, Alex, Wilkes-Barre
Laubach, Anna J., Berwick
Mears, Mary Helen, Bloomsburg
Moody, Thelma I., Sunbury
Moore, Florine L., Berwick
Muskalo, Victoria M., Peckville
Nelson, Harry T., Hazleton
Ollock, Joseph S., Swoyerville
Plesko, George J., Ashley
Ritzo, Theresa M., Shenandoah
Saltzer, Jay Blaine, Bloomsburg
Schalis, Camille R., West Hazleton
Schlegel, Julia I., Fleetwood
Scott, Esther A., Summit Hill
Shutt, William L., Bloomsburg
Tenzigolski, Donald L., Forest City
Walsh, Amanda J., Plains
Webb, Edward L., Pine Grove
Wenner, Dorothy J., Stillwater

Freshmen

Arcikosky, Emily T., Mt. Carmel
Auch, Alice W., Easton
Aul, Ralph H., Espy
Beaver, Mildred L., Orangeville

Bowman, Martha J., Mechanicsburg
Bronson, Bernice, Rummerfield
Bruner, John J., Bloomsburg
Casari, George R., Mt. Carmel
Davies, June, Scranton
Diehl, Robert C., Easton
Dunlop, Kenneth H., Schuylkill Haven
Elmore, Marion I., Dunmore
Fetterolf, Andrew L., Germantown
Frankmore, Philip, Easton
Gearhart, Grace I., Bloomsburg
Gilligan, Elizabeth J., Dunmore
Goretski, Helen I., Kulpmont
Havalicka, Elmer E., Ashley
Heckenluber, Robert T., Arendtsville
Hendler, John F., Wilkes-Barre
Henry, Norman C., Berwick
Irwin, Adella R., Erie
Klinger, Clyde E., Nuremberg
Kolonkusi, Chester F., Wilkes-Barre
Kotsch, Jacob, Egypt
Kriegh, Willard L., Bloomsburg
Kupris, John, Wilkes-Barre
Laubach, Vance S., Berwick
Maczuga, John J., Wilkes-Barre
Malloy, Anna M., Shenandoah
Martin, Paul G., Catawissa
Mensing, Dorothy A., Nuremberg
Patrick, Frank, Berwick
Pawlowski, Pearl I., Dickson City
Price, Robert, Plains
Reagan, Thomas W., Lost Creek
Rech, Anna B., Southampton
Rees, Marian T., Peckville
Rehman, Marie C., Pottsville
Reisler, Mary, Oxford
Reynolds, Bernadette T., Pottsville
Rhinard, Ellen C., Berwick
Rhodes, Edna R., Bloomsburg
Richie, Neil M., Bloomsburg
Ryan, Agnes L., Dunmore
Schmidt, Lucille E., Tremont
Slaven, John F., Fleetwood
Wanich, Jack C., Lightstreet
Williams, Robert R., Olyphant
Womelsdorf, Emma L., Wanamie

STUDENTS IN RESIDENCE CLASSES FOR TEACHERS IN SERVICE

Banghart, Lee W., Berwick
Bayler, Grace E., Montandon
Berger, Mae E., Bloomsburg
Bittenbender, Harriet A., Berwick
Booth, Barbara M., Eagles Mere
Bott, Josephine D., Nuremberg
Bourinskie, George E., Shamokin
Brobst, Bertha M., Berwick
Brown, Clark W., Wapwallopen
Brunstetter, Paul L., Orangeville
Carroll, Anthony, Mt. Carmel
Chapman, Helen M., Centralia
Cope, Marieatta, Shickshinny
Crouse, Margaret I., Berwick
Crouse, Rhoda L., Berwick
Cruikshank, Virginia E., Shamokin

Curwood, Bernice J., Shickshinny
Davis, Charlotte E., Ashland
Davis, Ethel M., Nuremberg
Davis, James B., Ringtown
Dieffenbach, Henry E., Benton
Englehart, Beatrice M., Bloomsburg
Epler, Dorcas M., Northumberland
Epler, Hazel J., Northumberland
Ermish, Sara I., Berwick
Fairchild, Beulah L., Glen Lyon
Fetterman, Hannah M., Catawissa
Fischer, Edison T., Glen Lyon
Fischer, Wilbur G., Glen Lyon
Foye, Elva C., Sunbury
Furlani, William C., Atlas
Furman, Cecelia J., Nanticoke

Furman, Walter A., Nanticoke
 Gillespie, Anna M., Centralia
 Girtou, M. Edna, Berwick
 Grimes, E. Gertrude, Berwick
 Hahn, Minnie M., Wilkes-Barre
 Harris, Ruth, Berwick
 Harrison, Arthur H., Kingston
 Harry, Alice S., Berwick
 Hess, Louise E., Berwick
 Hess, Mary E., Espy
 Hill, Margaret E., Scranton
 Hill, Rosa D., Bloomsburg
 Hines, Margaret E., Berwick
 Horn, Elsie E., Eagles Mere
 Hornberger, Alma, Shamokin
 Hornberger, Eva, M., Shamokin
 Hortman, Edythe B., Berwick
 Hubler, Elizabeth H., Gordon
 Johnson, Doris A., Berwick
 Kealy, Annie R., Centralia
 Keefer, Edith C., Strawberry Ridge
 Keefer, Eugene M., Selinsgrove
 Klem, Frank J., Alden Station
 Kline, Bruce E., Berwick
 Kline, Lena A., Berwick
 Klinger, Marion E., Nuremberg
 Klischer, Myrtle E. A., Wilburton
 Koropchak, Jacob D., Atlas
 Koropchak, Roman D., Atlas
 Krauss, Sara L., Bloomsburg
 Kritzerberger, Walter M., Luzerne
 Kutz, Mary C., Glen Lyon
 Lack, Nellie K., Harrisburg
 Lehman, Susanne, Berwick
 Longenberger, Sue H., Berwick
 Macur, Eugene J., Glen Lyon
 Maloney, Mary V., Lost Creek
 Manhart, Margaret, Berwick
 Metkell, Mae, Berwick
 Manapace, Richard S., Atlas
 Menges, Cyril F., Watstown
 Miller, Mary E., Centralia
 Moore, Blanche G., Berwick
 McCann, Anna, Dunmore
 McDonnell, Sadie M., Centralia
 McGinley, Anne M., Centralia
 McLaughlin, Arthur F., Freeland
 Najaka, Andrew J., Glen Lyon
 Nelson, Marie F., Catawissa
 Noel, George P., Natalie
 O'Connor, Mary J., Trevorton
 Owen, John M., Wilkes-Barre
 Papciak, Ted, Glen Lyon
 Peterman, Roy C., Salladasburg
 Petrilla, Stephen T., Hazle Brook
 Petrulla, Caroline E., Northumberland
 Ranck, Sarah Pauline, Bloomsburg
 Reinbold, Grace V., Nuremberg
 Rhinard, Harriet E., Berwick
 Richards, Llewellyn C., Shamokin
 Rider, Martha E., Berwick
 Rupert, Violetta, Aristes
 Sands, B. Donald, Bloomsburg
 Schuyler, Thursabert, Bloomsburg
 Scott, Olive, Kingston
 Shaw, William J., Shamokin
 Smethers, Amy B., Berwick
 Snyder, Lehman J., Turbotville
 Stellfox, Thelma A., Mt. Carmel
 Sunbury, Martin, Shamokin
 Sweppenhiser, Nellie M., Berwick
 Swineford, Adeline E., Berwick
 Townsend, Dawn E., Bloomsburg
 Troy, Roy F., Nuremberg
 Turner, Arch B., Alden Station
 Weikel, Orville F., Shamokin
 Williams, Margaret C., Hazleton
 Willis, Odessa I., Centralia
 Yoder, Mary A., Berwick
 Zimbo, Estelle A., Centralia
 Zimmerman, Sarah C., Berwick

STUDENTS TAKING LESS THAN 13 SEMESTER HOURS

Abbott, Kathryn M., Rupert
 Baker, Frances A., Bloomsburg
 Beers, E. Ruth, Bloomsburg
 Dreibelbis, Ruth A., Bloomsburg
 Harvey, Charles R., Sweet Valley
 Miller, Jacob Emery, Benton
 Rutter, Anne F., Northumberland

SCHOOL OF MUSIC

Andreas, Jack, Bloomsburg
 Ash, Carol, Bloomsburg
 Beers, Robert, Bloomsburg
 Bomboy, Charles, Bloomsburg
 Bomboy, Dorothy, Bloomsburg
 Bomboy, Pearl, Bloomsburg
 Brobst, Jack, Bloomsburg
 Carl, Lee, Bloomsburg
 Communtzis, Athamantia, Bloomsburg
 Communtzis, Poletime, Bloomsburg
 Conner, Eleanor, Orangeville
 Conner, Martha Jean, Orangeville
 Conner, Patricia, Orangeville
 Conner, Roy, Bloomsburg
 Deilly, Jimmie, Bloomsburg
 Feldman, Allan, Bloomsburg
 Feldman, Hobart, Bloomsburg
 Fenstermaker, Howard, Jr., Bloomsburg
 Fenstermaker, Mary Lou, Bloomsburg
 Fisher, John Jr., Bloomsburg
 Gilbert, Vincent, Bloomsburg
 Haas, Mary, Bloomsburg
 Hausknecht, Rose Mary, Bloomsburg
 Hendershott, Dorothy Deane, Bloomsburg
 Hendershott, Ione, Bloomsburg
 Herring, Elizabeth, Orangeville
 Housenick, Mary Catherine, Bloomsburg
 Hummell, James, Bloomsburg

Jones, Patricia, Bloomsburg
Katerman, Betty, Bloomsburg
Kimbai, Doris, Elysburg
Kline, Susan, Bloomsburg
Kyle, Carmen, Millville
Kyle, Robert, Millville
Juster, Jean, Bloomsburg
Kocher, Harriet, Espy
Lychos, Mrs. A., Bloomsburg
Lychos, Artemis, Bloomsburg
McHenry, Shirley, Bloomsburg
McNamee, Charles, Bloomsburg
McNamee, Francis, Bloomsburg
McNamee, Kathryn, Bloomsburg
Masteller, John Bloomsburg
Moore, Harriet M., Bloomsburg

Murphy, Marguerite, Bloomsburg
Nelson, Patricia, Bloomsburg
North, Marjorie, Bloomsburg
Patterson, Nancy, Bloomsburg
Pennington, Alice, Millville
Schlauch, Jack, Bloomsburg
Scott, Mary Louise, Bloomsburg
Shortess, Anne Louise, Bloomsburg
Snyder, Dick, Bloomsburg
Snyder, Roy Jr., Bloomsburg
Snyder, Phyllis, Bloomsburg
Snyder, Jim, Bloomsburg
Tuloshetzki, Clara, Berwick
Underwood, Wayne, Bloomsburg
Wolfson, Gerald, Scranton

SUMMER SESSION—1934

- Ackerman, Laureen., Nuremberg
 Adams, Harriet E., Bloomsburg
 Andrews, Bertha A., Bloomsburg
 Anselmi, Irma R., Wyoming
 Apichell, Ann A., Kulpmont
 App, Ray William, Muncy
 Artman, C. Homer, Bloomsburg
 Baer, Mabel Bower, Berwick
 Baker, Ethel D., Watsonstown
 Baker, Liva D., Espy
 Baker, Reta T., Nescopeck
 Ballamy, Marion E., Nescopeck
 Balitas, John J., Minersville
 Barrall, Alice L., Mifflinville
 Barron, Irina E., Trevorton
 Bartish, Joseph W., Wilkes-Barre
 Baumer, Alice I., Milton
 Baylor, Grace E., Montandon
 Beierschmitt William J., Locust Gap
 Belles, Mabel F., Wilkes-Barre
 Benner, Kathryn M., Lewistown
 Berger, Mae E., Bloomsburg
 Berninger, Dorothy R., Mifflinville
 Bertoldi, Louis R., Weston
 Betz, Marian E., Pottsville
 Blaine, Margaret E., Turbotville
 Bodnar, Stephen G., West Hazleton
 Bogut, Sabina R., Shamokin
 Booth, Genevieve E., Hunlock Creek
 Boran, Agnes T., Shenandoah
 Boran, Elizabeth R., Shenandoah
 Borchers, Pearl S., Scranton
 Bott, Josephine D., Nuremberg
 Bourinskie, George E., Shamokin
 Boyer, Gladys R., Pillow
 Boyer, Rosalie N., Catawissa
 Boylan, James A., Locust Gap
 Brennan, Cecelia R., Bloomsburg
 Brobst, Bertha M., Berwick
 Brown, Clark W., Wapwallopen
 Brunstetter, Paul L., Orangeville
 Buffington, Mary M., Elizabethtown
 Burger, Laura E., Catawissa
 Burgess, Lillian, Wyoming
 Burke, John F., Locust Gap
 Bush, Artemisia M., Bloomsburg
 Byerly, Marie K., Herndon
 Carduff, Mary M., Connerton
 Carroll, Anthony F., Mt. Carmel
 Chapman, Helen M., Centralia
 Chelosky, Dorothy Ann, Plymouth
 Coolbaugh, Lawrence R., Trucksville
 Cope, Marietta, Shickshinny
 Cornely, John C., Nanty Glo
 Creveling, Lewis L., Hughesville
 Crouse, Margaret I., Berwick
 Cruikshank, Virginia E., Shamokin
 Curwood, Bernice J., Shickshinny
 Dane, Margaret E., Fairchance
 Davis, Albert R., West Nanticoke
 Davis, Charlotte E., Ashland
 Davis, Creta M., Zion Grove
 Davis, Ethel M., Nuremberg
 Davis, James B., Ringtown
 Deater, Evelyn L., Laketon
 Deebel, George F., Ringtown
 Dimmick, Mildred M., Shamokin
 Dominick, Josephine A., Plainsville
 Dreibelbis, Ruth A., Bloomsburg
 Duffy, Mary B., Coaldale
 Dzury, Anne N., Wilkes-Barre
 Eade, Edith M., Nesquehoning
 Early, John A., West Nanticoke
 Edwards, Maudmae, Bloomsburg
 Eisenhauer, Beatrice M., Mifflinville
 Eltringham, Jemima, Mt. Carmel
 Engle, Esther B., Herndon
 Engle, Marian M., Nuremberg
 Englehart, Beatrice M., Bloomsburg
 Evancho, Joseph J., Ebervale
 Evans, Russell Y., Shamokin
 Fairchild, Beulah L., Glen Lyon
 Feinour, Elizabeth M., Millville
 Fenstermacher, Maude M., Catawissa
 Fetterman, Hannah M., Catawissa
 Ficca, Agatha J., Mt. Carmel
 Ficca, Sylvester C., Mt. Carmel
 Fitzpatrick, Gerald J., Shamokin
 Flick, Mary M., Bloomsburg
 Foster, Dorothy L., Allentown
 Foulds, Alice B., Trevorton
 Freas, Mary S., Berwick
 Freeman, Harold J., Wilkes-Barre
 Furlani, C. William, Atlas
 Galganowicz, Mary M., Edwardsville
 Gara, Thomas L., Shamokin
 Garman, Roy S., Trevorton
 Garrison, Blanche M., Berwick
 Garrity, Francis A., Wilkes-Barre
 Gillespie, Anna M., Centralia
 Gilmer, Margaret M., Harrisburg
 Gilmore, Euphemia, Bloomsburg
 Ginter, Earl E., Ranshaw
 Girtton, Mary Edna, Berwick
 Golder, Frank J., Bloomsburg
 Golder, Rosebud L., Berwick
 Guman, Mary R., Mahanoy City
 Hahn, Minnie M., Wilkes-Barre
 Harris, Gertrude M., Exeter
 Harris, Ruth, Berwick
 Harrison, Harvey W., Wilkes-Barre
 Harry, Alice S., Berwick
 Hartline, Florence S., Strawberry Ridge
 Hartman, Helen Alice, Rohrsburg
 Hartman, Mrs. M. Helen Keefer, Strawberry Ridge
 Hartman, William C., Rohrsburg
 Hartzelle, Helen E., Catawissa
 Harvey, Charles Reynold, Broadway
 Hawk, Robert A., Bear Creek
 Hazel, Ruth M., Dallas
 Heckrote, Arline M., Conyngham
 Hefferan, Beulah I., Montrose
 Hefferan, Erma Mae, Montrose
 Heller, Dorothy N., Fern Glen
 Hendrickson, Margaret M., Danville
 Henninger, Marion G., Gowen City
 Henrie, Hester E., Berwick

- Hepner, Iva M., Herndon
 Hess, Corinne A., Bloomsburg
 Hess, Hattie M., Alderson
 Hill, Margaret E., Scranton
 Hill, Rosa D., Bloomsburg
 Hines, Kathryn M., Shamokin
 Hirleman, Lois C., Bloomsburg
 Hoffman, Geraldine M., Reedsville
 Hollenbaugh, Mildred M., Penbrook
 Holuba, Josephine M., Berwick
 Houser, Albert W., Lewistown
 Houser, Jennie T., Ringtown
 Houston, Catherine M., Mt. Carmel
 Howell, Ruth E., Trucksville
 Hower, Donald C., Bloomsburg
 Hubler, Elizabeth H., Gordon
 Hughes, Pauline E., Catawissa
 Hutton, Helen E., Bloomsburg
 Hutton, Robert, Bloomsburg
 Hyde, Harold H., Bloomsburg
 Imboden, Lawrence L., Schuylkill Haven
 Janaskie, Ed. M., Shamokin
 Jayne, Stella B., Tunkhannock
 John, Kathryn Brown, Bloomsburg
 Jones, Margaret E., Kingston
 Kafka, Albert J., Haddock
 Kahler, Martha L., Muncy
 Kane, Katherine A., Centralia
 Kealy, Alice M., Mt. Carmel
 Kealy, Annie R., Centralia
 Keefer, Edith C., Strawberry Ridge
 Keller, Freda, Bloomsburg
 Kelsey, John E., Benton
 Kester, Philip R., Punxsutawney
 Kitch, Clyde C., Columbia
 Kitchener, Rosina, Plymouth
 Klem, Frank Joseph, Alden Station
 Klinger, Marion E., Nuremberg
 Knoebel, Leon E., Shamokin
 Knorr, J. Wesley, Bloomsburg
 Kokora, Julia D., Mocanaqua
 Kopitsky, Albert J., Ranshaw
 Korengo, Anna L., Shenandoah
 Kreischer, Catharine C., Berwick
 Kreiger, Dorothy E., Mahanoy City
 Kritzberger, Walter M., Luzerne
 Kschinka, Mrs. Frances A., Muncy
 Kulick, Margaret F., Mt. Carmel
 Kundra, Peter P., Eckley
 Kupchinsky, Stanley M., Kaska
 Kutz, Mary C., Glen Lyon
 Lapinski, Eleanor M., West Hazleton
 Laskowski, Theodore, Trucksville
 Layaou, Adeline M., Shavertown
 Lehman, Susanne, Espy
 Leininger, Eurana M., Weatherly
 Leisenring, Laura K., Bear Gap
 Leisenring, Mary J., Bear Gap
 Lewis, Jane E., Plymouth
 Lewis, Thomas, Nanticoke
 Lilleck, Theodore, Kaska
 Lilley, Helen E., Northumberland
 Lloyd, Hazel I., Thompson
 Longenberger, Sue H., Berwick
 Lynch, Margaret A., Hazleton
 McCall, William A., Mt. Carmel
 McCann, Anna B., Dunmore
 McDonnell, Marie C., Centralia
 McDonnell, Sadie M., Centralia
 McGinley, Anne M., Centralia
 McGlynn, Catherine B., Wilkes-Barre
 McLaughlin, Arthur F., Freeland
 McManiman, Mrs. Ethel M., Nesquehoning
 McManimen, Claire R., Mt. Carmel
 Manhart, Margaret S., Berwick
 Marchetti, Elizabeth K., Nuremberg
 Marshalek, Michael J., Marion Heights
 Marshall, Marian C., Kingston
 Masciantonio, Al. Joseph, Atlas
 Masley, Helen, Kelayres
 Materewicz, Eleanor I., Glen Lyon
 Matthews, Mary Jane, Scottsdale
 Maust, Laura M., Blomsburg
 Maust, Ruth E., Bloomsburg
 Meixell, Genevieve E., Espy
 Menges, Frank G., Mt. Carmel
 Mensch, Catharine A., Catawissa
 Mensch, Jeannette A., Catawissa
 Miller, Gertrude S., Bloomsburg
 Miller, Grace E., Weatherly
 Miller, Lottie M., Weatherly
 Miller, Mary E., Centralia
 Miller, Stanley M., Nanticoke
 Moleskie, Walter E., Ranshaw
 Moore, Blanche G., Berwick
 Morris, Joy K., Wilkes-Barre
 Moss, Irene A., Wilkes-Barre
 Nash, Anne B., Wilkes-Barre
 Nelson, Clifford A., Wilkes-Barre
 Nelson, Pauline E., Starrucca
 Nyhart, Frederick C., Wilkes-Barre
 Oxford, Mabel, Bangor
 Papciak, Ted S., Glen Lyon
 Paul, Elizabeth, Shenandoah
 Pavlik, Mary D., Plymouth
 Pelak, William T., Edwardsville
 Pennington, Maynard J., Bloomsburg
 Petekofsky, Julia, Scranton
 Peterman, Roy C., Salladasburg
 Petrilla, Stephen T., Hazle Brook
 Phillips, Dorothy J., Chinchilla
 Phillips, Dorothy Mary, Bloomsburg
 Plotts, Barbara R., Norristown
 Polnasik, Leo A., Nanticoke
 Poole, Charles E., Nanticoke
 Pooley, Ruth E., Bloomsburg
 Quigley, Anne M., Mt. Carmel
 Ranck, Pauline S., Bloomsburg
 Rarig, Leah M., Catawissa
 Ravnikar, Paul J., Forest City
 Reagan, Thomas W., Lost Creek
 Reese, Jean B., Berwick
 Reese, John M., W. Nanticoke
 Reinbold, Grace V., Nuremberg
 Reybuck, Verna I., Millersburg
 Rhinard, Harriet E., Berwick
 Rhodes, Ruth I., Catawissa
 Richard, Leroy A., Trevorton
 Richards, Betty, Elysburg
 Richards, Joseph, Warrior Run
 Richards, Llewellyn C., Shamokin
 Robbins, Elsa I., Millville
 Rokosz, Charles, Hunlock Creek
 Rosenfield, Mamie, Muncy
 Rowland, Elizabeth L., Freeland

- Ruckle, Donald A., Bloomsburg
 Rygiel, Joseph, Wyoming
 Sands, B. Donald, Bloomsburg
 Scheib, Irvin P., Trevorton
 Schlauch, Adam L., Nuremberg
 Schuyler, Thursabert, Bloomsburg
 Schwartz, Danil K., Urban
 Scott, Olive, Kingston
 Scott, Ray Charles, Mt. Carmel
 Seesholtz, John F., Ashland
 Sell, Francis D., Littlestown
 Semic, Dorothy A., Steelton
 Shantz, Mary E., Mocanaqua
 Shantz, Rose A., Mocanaqua
 Shaw, William J., Shamokin
 Shellenberger, John P., Bloomsburg
 Sherwood, John, Cresson
 Shoemaker, Marie S., Espy
 Shoemaker, Martha C., Shickshinny
 Sibly, Richard T., Benton
 Skuba, John Jr., Wilkes-Barre Twp.
 Smetana, Stephen M., Shenandoah
 Smethers, Amy B., Berwick
 Smith, Agnes M., Sunbury
 Smith, Christine F., Catawissa
 Smith, Marion, Pottsville
 Snyder, Amos J., Turbotville
 Snyder, Leila C., Muncy
 Sonnenberg, Fred R., Wilkes-Barre
 Stahl, Mary A., Berwick
 Stauder, Mabel C., Orangeville
 Stauffer, Merlin, Ringtown
 Stayner, Clara, Newton Hamilton
 Steele, Basil V., Sweet Valley
 Stem, Marion L., Kingston
 Swineford, Adeline E., Berwick
 Stevens, Laura B., Bloomsburg
 Stush, John J., Larksville
 Sunbury, Martin J., Shamokin
 Sutliff, Helen E., Bloomsburg
 Swartz, Jane, Mt. Pleasant,
- Sweppenhiser, Nellie M., Berwick
 Taylor, Martha M., Bloomsburg
 Temple, Briton S., Pennsdale
 Templeton, Hugh B., Plymouth
 Thomas, Margaret Betty, Exeter
 Tilmont, John Joseph, Locust Dale
 Townsend, Dawn E., Bloomsburg
 Troy, Clair E., Nuremberg
 Troy, Roy F., Nuremberg
 Turse, Rocco, Hazleton
 Utz, John W., Williamsport
 Valentine, Berneta M., Tunkhannock
 Visotski, Joseph F., Excelsior
 Wagner, LaRue Kathryn, Numidia
 Wagner, Ruth L., Bloomsburg
 Walaconis, Michael P., Ringtown
 Waldron MaryEllen, Muncy
 Welker, Esther M., Williamsport
 Wenner, Kathryn E., Drums
 Wesley, Ann, Kulpmont
 White, Gertrude L., Ashland
 Wildoner, Lena, Berwick
 Wilkinson, Marie G., Bloomsburg
 Williams, Edward, Nanticoke
 Williams, Jane, Slatington
 Williams, Margaret Charlotte, Hazleton
 Williard, Carrie A., Herndon
 Wolfe, M. Helen, Washingtonville
 Wolfe, Marion E., Fairmount Springs
 Wooley, Evelyn L., Berwick
 Wright, Esther F., Berwick
 Yanke, Leona B., Evers Grove
 Yarasheski, Edward R., Glen Lyon
 Yeager, John H., Hazleton
 Yeager, Louise, Berwick
 Yordy, Fay A., Sunbury
 Young, Marion G., Scranton
 Zeiss, William E., Ransom
 Zerby, Ida W., Bloomsburg
 Zimmerman, Ira L., Shamokin

ENROLLMENT (1934-35)

	Primary	Intermediate	Rural	Elementary	Secondary	Commercial	Total
Freshman Class				94	63	50	207
Sophomore Class	34	40	22		37	31	164
Junior Class	11	9	1		44	19	84
Senior Class	5	11			53	30	99
Students Taking Less Than 13 Sem. Hours ..							7
Teachers in Service							113
TOTAL	50	60	23	94	197	130	674

REGISTRATION BY COUNTIES AND STATES—1934-35

	Regular School Year, 1934-35	Summer Session 1934	Total
Adams	2	1	3
Berks	5		5
Bradford	1		1
Bucks	2		2
Cambria	2	2	4
Carbon	2	5	7
Chester	1		1
Columbia	273	104	377
Cumberland	2		2
Dauphin	7	6	13
Delaware	1		1
Erie	1		1
Fayette	1	1	2
Huntingdon	1		1
Jefferson		1	1
Lackawanna	44	7	51
Lancaster	2	1	3
Lehigh	3	2	5
Luzerne	149	85	234
Lycoming	4	11	15
Mifflin		4	4
Montgomery	1	1	2
Montour	28	5	33
Northampton	4	1	5
Northumberland	105	60	165
Philadelphia	1		1
Schuylkill	64	38	102

Snyder	5		5
Sullivan	4		4
Susquehanna	7	4	11
Union	3		3
Wayne	2	1	3
Westmoreland		2	2
Wyoming	1	3	4
York	2		2
Other States	3		3
TOTAL	733	345	1078

*Including Music Students.

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PRELIMINARY ENROLLMENT BLANK

This blank, together with a check or money order for \$10.00 payable to the Commonwealth of Pennsylvania, should be mailed to State Teachers College, Bloomsburg, Pennsylvania. This \$10.00 is used as part payment of your fees. Do not send currency.

Name of Applicant _____
(Give Last Name First)

Address of Applicant _____
Number and Street

Town County State

Date of Birth _____
Month Day Year

Do you desire to enter in September _____, January _____ or June _____?

Shall we reserve a room for you? _____

Give the town and county of the four-year high school from which you graduated _____

When were you graduated? -----

Is this your first enrollment in this institution? -----

Give the names and location of any institutions which you have
attended since graduation from high school -----

Check the curriculum in which you are interested:

Commercial ----- Elementary ----- Secondary -----

All curriculums lead to the Baccalaureate Degree in Education. In the Elementary Curriculum a State Limited License may be secured at the end of two years permitting the holder to begin to teach and to complete the course for the Degree during the Summer Session or by attending classes for teachers.

Advance reservation deposits will be returned provided the College is notified at least three weeks before the opening of the semester of the desire to cancel the reservation.

Permission to live off the Campus will not be given as long as rooms are available in the dormitories. Special cases will be handled by the President.

Additional copies of this publication may be secured upon request from Francis B. Haas, President, State Teachers College, Bloomsburg, Pennsylvania.



